

What would help your school do more to meet the needs of all children?

Many children are inappropriately and arbitrarily placed

Are there advanced skills teachers for SEND? Would help share good practice

Reports on children have unrealistic expectations of a school's ability to direct parents to further support eg, EP/SALT/OT etc

Admin help for SENCOs

More consistency in outside provider of support ie, speech, language therapists

Alternative provision

Dog therapy/therapets

More speech and language support

Earlier intervention/faster agreement with AfC to support a child

Managed move system/Trials at other schools/school SEND collaboration

More local units attached to schools

Share best practice

TA best practice, not exclusively 121 – rotate + best TA to task/activity

More EP needs to be available

Not spending hours of time on trying to secure provision

Wider support for parents at an earlier age

Parent partnership quality

AfC's adherence to statutory duties

Why does EHC plans take so long, bad for the child and school. Expensive

Better training of statutory process for schools for EHCs and ADPR

Fairer distribution of SEN children across the schools

Getting support translated to "home" from/in line with school

Intervention support, upskilling teacher/TAs

Pick up SEN children earlier instead of TA taking them all outside

Getting parents to "get on board" quicker

Time line too long from start to finish

Less time on statutory process

More access to EPs

More input from EPs

Could there be a centralized team of experts shared between schools and extend into other areas?

More efficient outreach from schools with specialist provisions

Secondaries lose outreach/contact with parents

Could more schools have specialist provisions, centres of excellence to avoid pupils going out of borough?

Improve continuity/transition between phases of education

Money

Flexibility with grant spending (eg sports premium cannot be used to help cover PPA)

A responsive SEN department at LA. We wait too long for reviews or EHC plans.

More speech and language and clinical psychology

More responsive, efficient AfC

Funding quickly re EHC plans/accelerate EHCP timeline ie takes a long time and costs school a lot of money to justify the EHC plans

Bring back children's centres

Parent education/support enhanced

Best practice sharing and leadership sharing across schools

Parents involved a lot more and communicated with clearly

Increase therapy availability before EHCP

Upskill TAs/Teachers to identify and deal with problems in classroom eg ASD/ADHD/Mental health

Transition information – how do special schools do this? They are better at it

Is there enough communication between SENCOs?

Mental health, resilience (staff and children)

Inclusion – well done

Specific training, eg access to therapy training

Early intervention packages at KS2

Access to EPs and other professionals

Wellbeing space

What Impact does the SEN governor have in your school?

SEN learning walk

Providing support to SENCO

Support SENCO with voice in the school – champion their work

Question impact of interventions

Measure progress

Questions where we can provide support and where we can't

Understand and know your provision

Total inclusion

Examine what we provide, how much impact does it have, how should we change it

Parent Engagement

Parent/carer forum specific to school

Making sure that schools is:

- Assessing children early
- Putting in appropriate intervention
- Monitoring progress regularly with targets with parents/staff and SENCO
- Adjusting targeted interventions to reflect state of progress

Heightened awareness of SEN issues across the board

Identify ways to reduce admin on the SENCO through improving process or bringing in other support from staff

Parental support/management

Parent mediation in SEND

Ensure additional school activities are SEND friendly, after school club, school disco, summer fete

Point of expertise/knowledge for governors when questions arise

Monitoring on ground the impact/delivery of SEND policy

Links to family groups/parents

Raise profile within wider community

Championing successes and how they can transfer to other areas..... linking

Acting as conduit for two way communication between SEN gov/SEN

Not a large impact – supportive

Big contribution re challenge, questioning, keeping staff focused

Talk to SENCO re resources required

Check on processes – audit

Bringing agendas to FGB

Keeping focus on pupil progress against provision maps

Keeping all governors well informed

Make suggestions – set budgets

Examine case studies – understand complex needs

Close liaison with SENCo

Lots

Chairs student welfare committee and challenges/influences accordingly

Liaising with SENCO regularly

Making sure good channel of communication to the Head/FGB

Accurate data tracking information in school of children shared with SEN Governor

Meetings with children to ask their view of their support

Meetings with parents to ask their view of the support and processes

Subject termly reports BY SEN governor to FGB

SENCO reports to FGB directly

Coffee mornings with staff and parents – supportive (sometimes a therapist comes along)

Monitoring, knowledge, support, encouragement to school

Awareness of work/life balance of teachers; experience of teachers

Appropriate challenge to SENCo and Head

SEN knowledge from a different perspective

Parent panels (attendance/behaviour)

Raising awareness of the responsibility of inclusion

Raising awareness within GB

How does your GB match limited resources to investments with greatest impact?

Upskilling staff

Internal staff training from specialist resource staff to spread skills

Earlier intervention would help long term attainment but there is very little early intervention offered to schools ie speech and language/OT

How to remove individual interventions when often part of a package

Mindfulness for all children

Lego therapy

CPD – pastoral care training to help with children with emotional needs

Mental health whole school initiatives

PPG champion:

- Pastoral care
- Inclusion
- Academic performance
- Teacher and parent evenings

EHCP provision used to build capacity/training of staff expertise

Reviewing whether AfC services are matching the school needs

Redirecting TA focus

Early intervention is cheaper and better

EHCP and PPG money - Halo effect supports “edge children” and then EHCP and PPG again

Allocating people

Setting clear targets/training staff/commitment to closing attainment gap/established SENCO team identity

One staff going on course and disseminating information to others

Evidence based interventions with regular review

As governors challenge in meetings

Ensuring groups of children don't miss out

Training staff including support staff in skills ie OT, diagnostic testing

Only buying in what you really need to make a difference – try to do most in-house

Use other local resource ie advice from neighbouring schools

Look at restructuring as necessary

PPG mapping

SDP annual objectives with budget aligned to that

Earliest intervention possible

People – identifying and data tracking, identifying children requiring interventions

Reception/Year 1/Year 3 key years for identifying intervention needs

Nursery information passing to schools – ie kids at risk should be looked at more closely

(Reducing early years funding to statutory levels only undoes this – match this objective)

Children and Families Coordinator

Investment in SRP

High quality teaching across the board – continuity

Tracking – testing before and after interventions; results? Cost effective? What works/what doesn't work at pupil level

Training for specific needs for staff; correct training related to specific need