



SEND Governor Review

SEND Governor: Mrs S Giblin

SENDCo: Miss C Whittaker

Focus: Edukey, Attendance and Assessment

Date: Wednesday 10 July 2024

Edukey

Miss Whittaker showed me the Edukey system, which contains the IEPs and pupil passports of children with SEND. She then took me on a tour around the classes so I could see the documentation in action. This was impressive – the children were all engaged with their learning and the reasonable adjustments and adaptations were clear in the classrooms and corridors.

Attendance

Miss Whittaker then discussed the latest attendance data for the children with SEND. She spoke specifically about each child identified as a persistent absentee, including why their attendance does not meet the statutory requirement of 90%+ and what the school and attendance officer are doing to support these families.

Assessment

Miss Whittaker explained that targets for children with SEND are created, in the same manner as those without SEND, using the Fischer Family Trust (FFT). She showed me the end of year targets for the children with SEND and their last assessments; we discussed the small percentage of children in each year group who have been assessed as not being on track to reach their end of year goals. Miss Whittaker shared reasoned justifications of why this is the case and associated interventions/support in place to enable these children to get as close as they can to these targets by the end of July 2024.

Miss Whittaker explained that assessment of children with SEND at Callands involves the tracking of IEP outcomes. She shared that children only have an IEP if they have 'different from' intervention as advised by external agencies, such as Speech and Language Therapy. Miss Whittaker works closely with staff and Gaynor Dixon to review the IEPs.

Actions:

Miss Whittaker to share the report from the SEND review with myself, once the draft has been confirmed.

Miss Whittaker to feedback how transition went in the next SEND governor meeting in Autumn 2024.