

Crown Meadow First School and Nursery Governors

Link Governor Visit (To be shared with Governors and Staff involved with the walk_within 10 working days of the Learning Walk)

Names of Governor & Staff Involved:	Date and time of Visit:	Area of Focus:
Hazel Byrne (HB) (SEND link governor) Rachel Reed (RR) Rebecca Hanson (RH)	11:00 30/09/25	SENCO report and overview of provision

Purpose of the Visit: (Previously agreed with the head teacher)
Start of year report and overview of SEND. Last meeting at end of term did not occur due to absence.

Links with the SDP: (How does the visit relate to a priority in the School Development Plan)

- Curriculum
- Behaviour and Attitudes
- Inclusion
- Early Years

Governor Observations and Comments: (What did you see? What did you learn? What would you like clarified?)

SENCO report reviewed and explained by RR. Awaiting email copy. There is a significant trend of children with SEND at Crown Meadow being male and summer born children. Data will be gathered on performance and attendance throughout the year.

Attendance:
Attendance is currently better than the national average. There is one higher needs child in reception who has not yet attended school despite being registered. There has been difficulty visiting the child. The headteacher is aware and leading on the case. This may escalate to a safeguarding issue if requests to visit the child continue to be refused. There have been 2 fixed term suspensions due to incidents which caused harm to staff.

Staffing:
RR now working 3 days per week and RH has officially taken on duties as SENCO with a focus on EYFS. RR and RH are undertaking their further training in SEND. There are 2 permanent staff members who work in the Nest and rotational staff. Teachers are being encouraged to assess, plan, do, assess and refer to the SENCO at the appropriate time, this was raised at staff training this week. RH also now attends the middle management meetings to provide input for SEND.

Funding:
Funding is the major limitation of SEND provision within the school. Most of the monies provided through the EHCPs is spent on staffing leaving deficit for specialist equipment provision and an unmet need for specialist assessments and interventions such as the autism specialist and dyslexia screening. There is a requirement for a secure outdoor area which can be used for children with SEND, there is not currently the funding for this and a suitable location needs to be identified. RH reports that it may be possible to use the nursery playground for this while there are no nursery children utilising the space. There is a person who is providing training on SEN and the law, RR is going to do some further research as this may be a way to improve our funding as we can make our EHCP applications more robust.

Stakeholder engagement:
RH reports there are plans to have a SENCO presence at parents evening on a drop on session. Feedback from parents and carers would be beneficial after this. RR reports that it is a requirement that every child who is receiving input for SEND

should have had a letter sent to their home identifying their requirement for input. It is not clear if this has occurred but will be investigated.

Curriculum:

CUSP curriculum provides equity rather than equality which appears to provide children with SEND a better foundation to their learning. Many children on the SEND register are “working towards” rather than meeting age related expectations. Their progress is also being reviewed on a continuum to breakdown their development and better identify their progress. The pupils who are taught within the Nest also are monitored with the use of an engagement profile.

SEND policy and information report have been reviewed by RR and RH and will be sent to the governing board for ratification.

Next meeting will focus on Pastoral needs and social, emotional and mental health.

Any Key issues arising for the Governing Body (The way that resources are allocated, the way that the school communicates, progress in implementing a key policy)

Funding is main issue. Funding through an EHCP is not provided until it is an accepted document, therefore any funding required prior to this to meet a child’s needs is funded through the school and not all children with SEND have an EHCP.

Policy will need review by governing board prior to ratification.

Action for the Governing Body

Explore grants and funds available for SEND provision.

Policy review

Further meetings with SEND link governor and SENCO including learning walk.