



## Governor Visit Record

<b>Date</b>	16 <sup>th</sup> May 2022	<b>Governors</b>	Lisa Robson
<b>Links with School Development Plan 2021-22</b>			
<b>School targets 2021-2022</b>			
<ul style="list-style-type: none"> <li>● Develop further the quality of leadership and management by:             <ul style="list-style-type: none"> <li>- Continuing to identify accurately the changing and future needs of the school's pupil population</li> <li>- Strengthening the range of expertise in the school to meet the emerging needs of pupils.</li> </ul> </li>   <li>● Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments.</li> </ul>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
To meet with Emma Steele/ Juliet Ruddick to discuss the current process of Education Health Care Plan reviews in school, ensuring they are fit for purpose, a true picture of the provision the individual receives in school thus ensuring the correct banding/funding based on need.			
<b>Governor Observations and Comments</b>			
<p>School have worked tirelessly to ensure there is a strong therapy team within Cleaswell working across all phases and pathways. Together with class teachers, they plan the provision all students currently receive in school. This individualised provision is vital to the students and therefore should form a large part of their Education Health Care Plans (EHCP).</p> <p>School have begun the process of redesigning how EHCPs are reviewed to ensure they are fit for purpose and are a true picture of what the individual needs and the therapeutic provision they receive in school.</p> <p>Each student has their EHCP reviewed annually, invited to these meetings are parents and any professionals from outside agencies currently involved in the student's health or care. The reviews are completed by the class teacher. Usually it is only the teacher and the parent that attends (it is very difficult to get agencies to attend). Prior to the review, views of parents and the student are sought which are also taken into account when reviewing targets and provision.</p> <p>The yearly targets from the EHCP become the short-term outcomes in school and the targets that form the smart targets on the student's PLIM. Individual EHCPs drive the personalised curriculum for each student, within that curriculum it is vital to ensure therapy integration is incorporated.</p> <p>School would like therapists to be involved in the EHCP review process so they are carried out by a multi-disciplinary team who can have an input into how integrated therapy can fit</p>			

into the plan. A therapist from the therapy team has started to attend some of the reviews carried out in school over the past term. This is to ensure realistic therapy plans come from the targets set out in the EHCPs ensuring it is fit for purpose and as personalised as it can be, utilising appropriate services and a true picture of what the student gets and needs. This also quantifies provision for banding as it has been identified that some students are on bandings that do not reflect the provision they receive and require to meet their needs.

Because of the number of students in school, it is going to take time before therapists can be involved in all student reviews. Until this can be fully rolled out, there will still need to be reviews carried out by solely the class teacher. Once reviews have been carried out, these are quality controlled by a member of SLT before they are sent to County for changes to be made. Once returned, they are again checked to ensure changes on the proposed plan have actually been made to form the final plan.

Mike Finley, Senior Manager - Northumberland Inclusive Education Services, has been invited into school to speak with Juliet and Emma to discuss how the reviews are to be carried out to gain his views. Once the team are competent in the new process then full staff training will be rolled out. However, the SEND Green Paper published in March 2022 has hinted at a generic online platform for nationwide EHCPs and reviews and therefore this may only turn into a short-term process for school.

School also completes an appendix to each review which is compliant with the current code of practice. This is also sent to County however, it has come to school's attention that this is not forwarded to parents and does not form part of the final plan. The fact that this information isn't shared is frustrating considering the appendix shows clear targets, timescales and who is accountable to each target. With this knowledge, school are now aware that this information will need to be incorporated into the body of the actual plan.

Next steps:

Whole-school staff training to ensure all staff involved in EHCP reviews are competent in target setting utilising the therapy team – upskilling all teachers.

**Plans for Follow-up Visit**

Follow up after Mike Finlay has visited school and given his views and input.

**Date reviewed at FGB**