

## Academy Visit Record Form for Governors

Use this form to record your visit to the Academy.

Name of Academy: North Walsall Primary Academy

| Part 1: Plan the visit   |  |
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| <b>Name and role of governor(s)</b>  | Nadira Begum<br>Parent Governor  |
| <b>Name and role of staff member(s)</b>  | Jodie Dell- Assistant principal/DSL<br>Sabrina Khara-Assistant Principal-Safeguarding officer  |
| <b>Date and time of visit</b>  | <b>Thursday 7<sup>th</sup> December 2023 at 10.00am</b>  |
| <b>Purpose of Visit</b><br><i>This might be taken from the school improvement plan (SIP) objectives or the School inspection data summary report (IDSR)</i>  | The purpose of the visit staff, and ask a few question around SEND.  |
| <b>Questions to ask</b><br><i>Note specific questions you want to ask. Share these questions with the staff member you are visiting in advance, so they can prepare.</i>   | <ol style="list-style-type: none"> <li>1. How does the school manage SEND</li> <li>2. How many pupils are on the SEND Register?</li> <li>3. How are SEND needs met in EYFS?</li> <li>4. How do you support other teachers who work with pupils with SEND?</li> </ol> |
| Part 2: Make notes during the visit  |  |
| <b>What are your observations?</b><br><i>Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where.'</i><br><b>You are looking for what is working well and why and what is not working well and why. Please note: specific evidence that demonstrates the positive impact and where this is 'work in progress' note down why that is and what steps are being taken to make progress.</b> |  |
| <b>What is working well at North Walsall Primary Academy</b><br><p>North Walsall's core purpose is to have the biggest impact in the varied communities they serve ensuring top drawer education for their learners #Transforming lives.</p>   |  |

North Walsall manages SEND in various ways such as Children at SEND support level are placed onto the SEND register. Children with additional needs not classed as significant or permanent may still receive provision within the school but will not be on the SEND register.

NWPA have the nurture provision which was set up in September 2017 The rainbow room is part of the whole school approach to include and support pupils with social and emotional needs.

There are many benefits to having the Rainbow room such as to provide a secure and reliable small class setting where children can learn, to also provide ongoing assessment and support for children showing signs of emotional stress and behavioural difficulties.

The school assess and reviews the progress of pupils with special educational needs, every pupil in the school has their progress tracked throughout the year using FFT. In addition to this pupils with special educational needs may have more frequent informal assessments., using these assessments it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the Pupils' SEND provision will be reviewed and adjusted, objectives are tracked for each child by subject area which allows smaller step of progress to be monitored.

Formative assessment is embedded in daily practice across the academy and pupils progress are monitored at least 3 times a year of all pupils in reading, writing and maths, and hold termly pupil progress meetings, academic progress and the impact of teaching, including interventions are reviewed.

Where progress is not at where it should be, even if a special education need has not been identified, NWPA put in place extra support to enable the pupil to catch up examples of this are interventions focusing on reading, writing, maths or social skills.

When a pupil has been identified to have special educational needs and disabilities the pupil will be consulted and involved in the arrangements made for them as part of person centred planning, in early years parents/carers will more likely play a significant role in the years, this may change in the later schools years when the young person taking more responsibility and acting with greater independence in later years.

2 weeks prior to myself meeting Jodie there were 36 children on the SEND register a couple of children have been moved from this register as they have made ample progress and meeting their age related progress- JD checks this half termly.

In EYFS, baseline assessments are completed, JD will meet with EYFS if staff notice any concerns over time, the baseline assessment is statutory in schools since September 2021, it is an activity based assessment of pupils starting points in: language, communication and literacy and mathematics

Jodie has said there, will be an early years advisor coming into NWPA to support with the continuous provision for all. In nurture it is very specific where staff look at each individual child so Jodie has meetings with Mrs Winwood, Mrs Allen and Miss Sims weekly these meetings happens to see how they will be meeting the needs of the children in nurture, and how children are doing in nurture. The Nurture provision is specific and unique therefore weekly meetings happens more with Mrs Winwood.

Teachers who work with pupils are supported in numerous ways, such as staff have regular SEND specific training on an annual basis, where staff may require bespoke training needs NWPA will source this from an outside agency. All staff have completed the introduction to SEND NASSSEN training course. NWPA also buy into a range of external specialist services. These include private speech and language therapy ( 2 full days a week) play therapy ( once a week) Cadmus inclusion services ( 12 core sessions a year). NWPA are very open door if the staff need anything, they can see Jodie Dell, and other members of the SLT team. Staff are offered support daily if needed, staff have also been trained in colourful semantics, this is in their learning environment and in classrooms.

Staff can see the SLT team if they have any concerns.

### **Work in progress at North Walsall Academy**

Jodie would like to develop the personal development of staff, this will be down to Jodie to facilitate for the staff team, Jodie feels like she can go into the class and do the learning walks and offer her skill set to the class, and sometimes she may not know the answer but will go and find out the answer with the right professional, Jodie would like to do this more and is aware that she would like to build on this, and is aware there is little pockets around the school where more training could be used such as the language development delay she would like to build on this training more so, Mrs Sutton is working behind the scene on this , she would like the staff to have a bit more training on language development delay.

Jodie would also like to roll out Autism awareness as there are children diagnosed with Autism and a few more children who could potentially be diagnosed with Autism, Jodie does have a level 2 qualification in this and has delivered this training before and would like to offer this training to staff in spring 2024.

### Part 3: Summary of the visit

*Remember you remain an observer. Remember this is a summary and bullet points add clarity. When recording your visit, use neutral language and do not name individual teachers and pupils.*

- I enjoyed the visit, learning about how the schools supports pupils with SEND.
- It is clear the staff that I spoke to, and from my experience with the school they are passionate, and want the best for all pupils.
- Support is there for all staff, if they have any concerns or questions, around SEND
- Pupils are supported in many ways in their education and learning.

### Part 4: Actions from the Visit

*List up to three points to raise at the next LAC meeting when you report on your visit. Please make sure you include one or two positive points and one developmental point.*

#### Positive points.

- All pupils regardless of their additional needs have the same opportunities as their peers such as extra curriculum activities, school trips.
- All parents and carers are invited to discuss the progress of their child on at least 3 different occasions, following on from these occasions of meetings with parents and carers, NWPA have an open door policy to meet outside of these times.
- NWPA have a fully training learning mentor who is trained as ELSA support assistant.

#### Development point

- Jodie would like to develop the personal development of staff, this will be through training in Autism awareness and continue building on speech and language development training for staff.

