



Woodside Primary Academy
Link Governor Agenda: SEND



Date: 27.01.22

Time & Location: 11:15 in Inclusion Office at Forest Site

Present: YK & CW

Agenda Item	Discussion	Questions	Answers
Overview of previous meeting (20/1/22)	<ul style="list-style-type: none">• CW & YK toured Forest Site• Looked at SEN areas of school eg new court yard, Independence Room• Discussed interventions across the school eg Colourful Semantics & looked in classes & books to see this being used• Spoke through Waves of SEN – particularly Wave 2 as to how those children are supported without an EHCP but needed more that Quality First Teaching <p>→ CW emailed the following documents to YK after the meeting: SEN Pathway, Inclusion Overview (numbers), SEND Provision at Woodside, Three Waves of Intervention model</p>		
Colourful Semantics	<ul style="list-style-type: none">• Forest site was observed last week – Bridge site observed next week• Is there consistency?• Try to time next week's visit to coincide with a Colourful Semantics group	Have you seen impact since the introduction of Colourful Semantics as an intervention? Do other children	Impact can be seen across the school and ability of pupils accessing the intervention. In particular, the support within literacy lessons has been helpful for pupils on the SEN register to formulate sentences accurately & to develop their independence in the classroom by using the Colourful Semantics strips as prompts.

		beyond those with EHCPs have the opportunities to participate in such interventions or do they just access within the class?	Yes interventions are available to pupils who do not have an EHCP. These pupils are under the Wave 2 support and often have been recommended the intervention by other professionals such as EP / SALT
Wave 2 support	<ul style="list-style-type: none"> • Discussion around Wave 2 strategies and support • Looked at Wave 2 support in the context of whole school SEND provision & what this looks like. • Looked at examples of APDR review documents 	What is the structure of the support available to pupils on the SEND register?	<p>Shared the overview of The 3 Waves of Intervention. Discussed Quality First Teaching being the first line of support & what this entailed – differentiation, visuals, concrete resources, year group planning. These benefit all pupils. Shared overview of SEND provision broken down into Waves & how this looked at each level.</p> <p>Shared an example of an APDR review document for monitoring targets for individual pupils on Wave 2 & 3. These are consistent across pupils on SEN Support, with an EHCP & those in the ASD Provision.</p>
Staff training & Induction	<ul style="list-style-type: none"> • Discussion around training for teachers & LSAs with regards <p>→ Send YK information regarding staff induction and SEND training this year / planned in</p>	Are all staff able to lead interventions such as Colourful Semantics? How are new staff able to do this too?	<p>LSA training programme over previous years has been led by internal & external practitioners (including ASP lead, Speech & Language therapist, EP). New members of the LSA team are given an introduction to our systems & interventions (Attention Autism, Colourful Semantics, APDR processes, Introduction to Autism) when they join. They are also able to join / observe interventions run by experienced members of the team.</p> <p>Teachers have had SEND training in September led by Whitefields Outreach focusing on Autism. They have previously had training to Colourful Semantics which can feed into Quality First Teaching to provide support for all. All resources</p>

			are saved for staff to be able to access & refer back to.
AOB	Next visit: Bridge Site Book looks Evidence in school of SEN support EAL overview Questions		