



## Federation of Stoke Hill Schools

### FGB Meeting

**Thursday 22nd January 2026 at 5pm at SHINS**

| Agenda item number | Agenda Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actions |
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| 1.                 | <b>Welcome, apologies.</b><br>Present<br>Jade Earle, Emily Hearle, Jesney Toms, Katrina McGuigan, Lucy Walsh, Caitlin Searle, John Harvey, Tracy Adams, Jonathon Krby, Nicky West<br>Andy Pheasant (online)<br>Apologies received from Jo Cook<br>Declaration of Business Interests<br>None declared<br>Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| 2                  | <b>Minutes of last meeting</b><br>Actions<br>DG to circulate Terms of Reference to Link Governors - completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| 3                  | <b>Resources update.</b><br>Bromcom issues are still continuing. Lorraine has been monitoring all the accounts and is confident that she has a fairly accurate picture of the finances.<br>Pay Committee update.<br>Pay committee met to consider recommendations for staff pay made by YHJ. All recommendations accepted.<br>Part 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| 4                  | <b>Meeting with SENCo</b><br>SEND review - Brief outline of changes made, new structure.<br>SEND policy / local offer and SEND overview.<br>Discuss report from Looked After Children staff member and identify actions/issues.<br>Review supporting children with medical conditions policy and procedures.<br>Presentation from Vicky Absalom<br>Main points<br>Currently 130 children on SEN register at SH including 13 with EHCP in place.<br>Overall, this is higher than the national average, although the number of children with EHCP is lower than national average. There are currently 81 boys with SEND and 49 girls.<br>There are 4 main areas of need.<br>Cognition and Learning<br>Speech, Language and communication<br>Autism Spectrum Disorder<br>Sensory and/or physical.<br>The priority need for children at SH is Speech and Language. Although a child may be classed under one of these areas, they probably have needs in other of |         |

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|  | <p>these areas. As a result, provision of support is tailored to individual needs as far as possible.</p> <p>EHCP</p> <p>13 currently in place. Only 3 children started at SH with EHCP already in place. Applications take long time as a lot of evidence has to be gathered over a period of time. There have been lots of challenges and appeals when an EHCP application is turned down. One application from SH has been given a tribunal hearing date which won't be heard until 2027 because of the huge backlog in Devon.</p> <p>Top up funding at present is £132 151. This figure fluctuates from year to year. It is currently being used to provide resources such as SALT therapist and extra support in classrooms.</p> <p>National direction</p> <p>Reforms to SEN provision still to be announced but aim will be to provide more inclusive provision in mainstream schools. Funding to be made available to provide training in SEND for all staff.</p> <p>Early: children should receive the support they need as soon as possible</p> <p>Local: children with SEND should be able to learn at a school close to their home, alongside their peers</p> <p>Fair: every school should be resourced and able to meet common and predictable needs</p> <p>Effective: reforms should be grounded in evidence</p> <p>Shared: education, health and care should work in partnership with one another, families, teachers and experts to deliver better experiences and outcomes for all our children</p> <p>New Ofsted framework will also include examination of SEN provision in schools.</p> <p>What is SH doing?</p> <p>Restructure of staffing</p> <p>To build capacity within the inclusion team our federation leaders of SEND will all hold the SENDCo Accreditation.</p> <p>There will be regular communication amongst team around all pupils with SEND to build on our model of distributed leadership.</p> <p>Ali will continue carrying out referrals to external agencies and specialists.</p> <p>All of this work will help to develop a shared knowledge of pupils across infant and junior schools to support provision and transition.</p> <p>Key priorities</p> <p>Zones of regulation = continue to embed these across both schools</p> <p>Learning plans – ensure that these are clear and SMART with regular reviews to monitor impact.</p> <p>OAIP – use of EEF strategies to support classroom practice.</p> <p>Targeted Support Framework – new approach to identifying need and provision.</p> <p>SALT – new SILSA role at SHJS to work alongside one already at SHINS.</p> <p>Interventions = monitor and review to ensure they are effective.</p> <p>Meeting to be held on 27/01 with parents to explain the changes to the SEN structure at SH. Aim is to inform about SEND in general but also to try and manage expectations about what can be offered. SH wants to provide as much support as possible to help children achieve their potential.</p> <p>What support is available for parents?</p> <p>DIAS is the main source of support for parents <a href="#">What we do - Devon Information Advice and Support</a></p> |  |
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|   | <p>Is there any day to day support? The Inclusion team will provide some help to parents.</p> <p>How does a child get put onto the SEN register?</p> <p>This is done as part of the Graduated Response tool. The tool is often used as part of the response to an observation made by the child's teacher or in response to comments made by parents/carers.</p> <p>Do parents know that their child is on the register? Yes.</p> <p>It is important to distinguish between needs arising from SEN and needs that arise due to slow development. It can sometime be difficult to do this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| 5 | <p><b>Data review from both schools. Data pack 2</b></p> <p><b>SHINS</b></p> <p>Currently 249 on roll.</p> <p>This year's cohort in Nursery is very different to last years. 45% are already meeting Expected level compared to 37% this time last year.</p> <p>Yr 1 progress has dipped but this is mainly due to transition as children adapt to different styles of teaching and curriculum in KS1. There has been extra support from TA in Year 1 but the majority seem to be coping well with the more structured demands of KS1.</p> <p>Is there comparison of data between different classes? We try to make the classes as even as possible. This includes trying to get the same gender balance in each and also look at factors such as EAL and number of summer born children.</p> <p>Teacher confidence in children's progress has improved and there are now some children receiving a GDS assessment.</p> <p>Yr2 is now full. 8 new starters of whom 5 re EAL. This may have some effect on data.</p> <p>Yr1 have just started to do practice Phonics tests. Lots of interventions are being put in place to help those who need extra help. Results are not expected to be as high as last year which was outstanding but should still have about 80% achieving the required standard.</p> <p>Yr 2 retakes very few in number.</p> <p><b>SHJS</b></p> <p>25 new starters across KS2.</p> <p>Yr4 emphasis is on writing. Currently about 35% are not reaching Expected Level so a lot of help is being given to these children.</p> <p>Yr 3 issue is spelling. The teaching of spelling is currently under review to see if improvements can be made.</p> <p>Yr 6 data is based on SATS progress at current time. Majority of pupils are at expected level at this time. Lots of targets have been set and more progress is expected by the time SATS arrive in May. PPG children in Yr 6 are making good progress.</p> <p>Case studies of children who have joined SHJS. A lot of these recent starters are EAL children. Children who have been in UK less than 18 months can be disapplied for SATS process. There are 4 children who may be disapplied.</p> <p>Has there been an increase in numbers of children with EAL? What support does Devon provide for these children?</p> <p>We provide lots of tools in the classroom to help these children. Most of them seem to adapt and learn the language very quickly.</p> |  |

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|   | <p>Problems with spelling have been mentioned, what about legibility of children's writing. What work is done to help children with letter formation and handwriting?</p> <p>Little Wandle includes work on letter formation. Handwriting was reviewed last year for Reception and KS1 and a revamp of the handwriting scheme has been introduced this year. The scheme Letter Join is used which introduces the basics of writing and develops throughout the school so that by Yr6 children should be able to do joined up writing.</p>                                                                     |  |
| 6 | <p><b>POLICIES:</b></p> <p>EYFS Policy</p> <p>SEN Policy and Local offer – policy tweaked to reflect changes in the Staffing structure described earlier by VA.</p> <p>Equality Objectives</p> <p>Accessibility Audit</p> <p>Equality Policy – Work on EDI project has progressed well and SH should achieve Bronze Award accreditation by the end of March. A number of areas where further work is required have been highlighted.</p> <p>Equality Objectives – lots of work has been done to survey staff and pupils and new objectives have been drawn up which reflect the Federation's aspirations.</p> |  |
| 7 | <p><b>Dates of next meeting</b></p> <p>26th February - Resources - SHJS</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |