



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 12<sup>th</sup> June 2025, 7pm in the Staff Room**

Meeting Focus – Children's Welfare

The meeting was opened with prayer. Emma Craughan chaired the meeting

	<b>Present:</b> Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Leila Kemp, Al Knox, Carolyn Lorimer, George Lumley (Head) Ben Martin, Debbie Ricks (Co-Chair), Chris Snell <b>Apologies:</b> Mark Standen (Vice-Chair) <b>Clerk:</b> Jennie Ring <b>Also present:</b>	<b>Action</b>
129	<b>Apologies for absence</b> – were received and accepted from Mark Standen.	
130	<b>Declaration of Interest</b> – none	
131	<b>Urgent matters to be considered for inclusion</b> – none	
132	<b>Approval of minutes 22<sup>nd</sup> May 2025</b> – these were agreed and signed.	
133	<b>Matters arising</b>  <b>Approval of the Budget Statement 2025-2026</b>  Governors left questions on the Budget Statement page of Governor's Virtual Office (GVO). The Head tabled a document with responses to those questions, which was read through. There were some brief discussions or additional information shared around some of the questions -: <ul style="list-style-type: none"> <li>● The role, impact, value for money and training of Learning Support Assistants (LSA)</li> <li>● The desire for, and purpose and strategic value of, monies that could be budgeted for a class</li> <li>● The actions taken to raise awareness with new parents of Pupil Premium eligibility</li> <li>● If Sports Grand funding was discontinued the activities covered, most likely, couldn't continue</li> <li>● The benchmarking tool and whether the data represented/available was reassuring</li> </ul>	

	<ul style="list-style-type: none"> <li>• The percentage of the budget being spent on staff – good practice is 70-80% - school has a higher than average proportion of staff at the top of pay ranges and on the upper pay scale</li> <li>• The use of the Devolved Formula Capital Grant - for capital projects</li> <li>• The William Older Charity Projects monies are a donation received from the Charity trust annually</li> <li>• Schools are exempt from the recent increases to National Insurance employer contribution. Companies/contractors the school might use are not – so this represents an increase in costs in real terms.</li> <li>• An intentional approach to finding, approaching and appreciating volunteers for new and existing roles whether regular or ad hoc</li> </ul> <p>The Budget Statement for 2025-2026 was agreed and signed.</p> <p><b>The action table from May’s</b> meeting was reviewed.</p> <p>Item 1 (minute 118) – Governors are invited to the Inset Day on 3<sup>rd</sup> September - to be present and give information on the role of governors to staff.</p> <p>All other actions were complete or in process.</p>	
134	<p><b>Questions arising from monitoring visits</b></p> <p>There were no monitoring visit reports since last meeting.</p> <p>Several governors visited a Maths Mastery lesson on 9<sup>th</sup> June. A joint report is to follow. Governors shared comments on and impressions of the lesson – all positive:– children knew what they were doing, children were settled and helping one another. Other positive things noticed: the use of “very impressive” maths vocabulary; the approach that says “let’s discuss that” when an incorrect answer or response was given; all learning at the same time; a feeling of ease. Able children sitting with less able children is a carefully thought through strategy. Governors appreciated and valued the time of reflection with Mrs Hills following the lesson.</p> <p><b>Is it normal to have mixed ability?</b> Yes, there’s not a lot of evidence to show streaming has impact on progress at primary level. <b>Lessons are daily?</b> Yes, the first hour. English is also every day.</p> <p>Monitoring visit plans - one governor intends to meet with the Pastoral Support Worker soon. Another intends to visit Y1 in the near future.</p>	<b>JB</b>
135	<p><b>Head’s concerns and update</b></p> <p>Questions were invited arising from the now numbered and rag-rated Head’s concerns document. Items from point 22 are new to the list. Governors expressed appreciation for the transparency and for the progress made so far. The items on the list are interlinked and have impact on each other.</p> <p>An update was given on work to renew the website covering cost, timings, elements and people involved. Details around adverts and articles in a local publication were shared. Dates for open days, Play &amp; Stays, and other marketing/awareness raising efforts were outlined, along with other avenues to consider if possible. The idea of finding a volunteer to carry out some marketing work was raised, acknowledging that this is being</p>	

	<p>done by the Head at present. The Head mentioned work being done to set up a document to track reasons why children arrive and leave the school.</p> <p><b>How has the insurance issue been resolved (item 9)?</b> Insurance is in place for teaching staff and staff who are keyholders. A brief discussion took place about issues around the Service Level Agreement (SLA) provision, private insurance providers, their returns, the school's budget, perspective sought from other Heads, and how to assess value for money from the SLA. This will take time. There may be other things offered through the SLA which would be better sought from other sources.</p> <p>Some applications following the internal adverts for Teaching &amp; Learning Responsibilities (TLR) have been received. The closing date is Monday 16<sup>th</sup> June. Interviews will be held on the 25<sup>th</sup> June and a governor is planning to be present.</p> <p>The Chair thanked the Head for such progress in such a short time.</p>	
136	<p><b>Educational Health Care Plan (EHCP) process overview – Assistant Head for Inclusion</b></p> <p>The Assistant Head for Inclusion began by stating she would like to give an outline of the current and anticipated picture with regard to EHCPs and then talk about the process involved in applying.</p> <p>Excluding the Tomlin Centre children there are 9 children with an EHCP. Two of those have come from a different county and therefore funding comes from that county. Some children have top-up funding, to cover, for example, one to one support or physical needs.</p> <p><b>Is funding always received when an application for top-up funding is made?</b> Not always, but in the majority of cases, yes. There is another child joining Y4 in September who is coming from another county, and for which extra funding has been applied for.</p> <p><b>What happens if the funding isn't granted?</b> There may need to be adjustment to expected recruitment requirements. The Head gave further detail on staffing to meet needs in this instance.</p> <p><b>Would you know about the child's previous setting's provision?</b> To some extent. There is usually a report from the child's previous setting and liaison between SENCOs. (SEN Co-ordinators).</p> <p>The conversation between governors and the Assistant Head for Inclusion continued covering</p> <ul style="list-style-type: none"> <li>• who is involved in a PEP meeting</li> <li>• whether a school is required to take a child with EHCP</li> <li>• the challenges of advertising for support staff – what support and when</li> <li>• transitional plans</li> <li>• staffing capacity</li> <li>• training on adverse childhood experiences</li> <li>• the place of office staff in the care of children</li> <li>• training, that needs to be strategic, planned and followed through</li> </ul>	

The Assistant Head for Inclusion returned to the current picture – there are 5 children for whom she is working on an Educational Health Care Needs Assessment (EHCNA). The intention is to do the necessary work on them by the end of term, one per week.

She then began to explain the process from a child's needs emerging, being observed, to gathering evidence for an EHCNA which includes employing inclusion practices and strategies advised at a CARM (Consultation and Review Meeting). The focus of this may be through LABT (Learning and Behaviour Team) or ASCT (Autism and Social Communication Team). Interventions are trialled for around 6 weeks or more, and the child's individual learning plan (ILP) targets align with recommendations from the CARM meeting. The impact of those, insight into which comes from liaison with the child's teacher, informs the EHCNA. The Special Educational Needs Administration Team (SENAT) within the local authority (LA) then consider the application. There may be additional cycles of further interventions. The SENAT panel, including the LA SEN specialist and an educational psychologist meet weekly and consider EHCNAs and agree, or not, to carry out a full assessment. The statutory time for this to be carried out is within 20 weeks. Most LA's are not meeting this and it could be a wait of up to 6 months. Compensation is given to for the costs of provision for the child if the statutory time is not met.

A brief discussion took place on how the level of compensation is calculated. The Head acknowledged that EHCP work takes such a large amount of time for the Assistant Head for Inclusion that she has to miss out, for much of the time, on spending time in classes to observe, coach, team-teach and really get to know the children with SEN – highlighting again his perspective that there is a need for enabling the school culture to pro-active and strategic rather than reactive.

[The fact that you have 5 children at EHCNA stage, is that a hazard of the time of year?](#) It's really the knock-on effect of the past year where there's not been enough leadership team in school. Another factor is that parents can go directly to SENAT – the school then has 15 calendar days to submit information to SENAT. A brief discussion took place round the reasons parents approach SENAT, the demands it places on The Assistant Head for Inclusion and others in the school, with sometimes, in the end, no assessment approved by SENAT.

[How much work is there now for EHCPs compared to 2-4 years ago?](#) The application process hasn't changed but there are twice as many applications now. Many applications since Covid are for social and emotional needs. More and more children are also being diagnosed with autism and ADHD. There is a lot more in the media about these things now. Parents are being diagnosed for the first time as adults and seeing similar traits in their children. Traditionally it has been expected that only about 1% of children would need/have EHCPs.

The Assistant Head for Inclusion went on to talk about her role in terms of the interface between mainstream school and The Tomlin Centre, the collaboration that takes place between herself and the Manager of the Centre, the Manager's workload in relation to EHCPs and how that workload is managed.

[Do you think St Margaret's rise in children with an EHCP is in line with other schools with or without a Special Support Centre \(SSC\) \(ie the Tomlin Centre here\)?](#) All schools are experiencing a rise regardless of whether or not they have an SSC.

	<p>How long does it take for a CARMeeting to be held? They can be booked once a term and each meeting considers 3 or 4 children. Some children's needs may be met through the advice given thereby negating the need for an EHCNA. It's sometimes useful to have parents at a CARMeeting.</p> <p>How many applications are reviewed weekly by SENAT? I don't know, but it is a lot. The LA have employed locum Educational Psychologists to support the work.</p> <p>When would we hope to see funding released on the outcomes of the EHCNAs you are putting through in the next few weeks... February/March? Yes.</p> <p>The Assistant Head for Inclusion continued - all children with EHCPs are reviewed annually or as emergency situations arise. Staff support the process through liaison with me, but there is a need for me to be able to go into classes. Reviews take roughly an hour. There is a long draft form to complete, parent and child voice is collected, a costed provision map is written, and then the final form is completed after the meeting. Additional evidence also needs to be submitted such Individual Learning Plans (ILPs), attendance report, other reports written by outside professionals such as speech and language plans/reports, private diagnosis reports, sensory support team etc. The review is an opportunity to think deeply about the child and the child's needs.</p> <p>When children leave for secondary school how much time is spent liaising with the new schools? This is part of my role and happens through visits from SEN staff from the schools and through transition meetings. Similar visits and meetings happen when the transition is from pre-school to YR.</p> <p>How many children do we know are arriving in Early Years with an additional learning need? One child has a draft EHCP. There are a few others, 5 or 6 will have enhanced transition meetings. A little more detail was given around these children. There could be others whose needs are not yet apparent.</p> <p>The Assistant Head for Inclusion mentioned bringing an EHCP to the next meeting for governors to see.</p>	LK
137	<p><b>Stakeholder voice</b></p> <p>The Chair read the comments left on the GVO Discussion Zone page on stakeholder voice.</p> <p>Thinking of transition from various pre-school settings to Early Years, what kind of liaison might there be between childminders and school? It depends on the childminder – some would give a report, some wouldn't. A parent might provide some insight to school in this case.</p> <p>With regard to transition of children with Special Educational Need (SEN) it will be possible to gather some voice from those the Assistant Head for Inclusion works closely with. The Head mentioned gathering voice from parents of new Early Years children and children joining in-year.</p> <p>With reference to Christian values the Head mentioned the working party on collective worship to look at resources to deliver collective worship in class. It was the feeling of the meeting that supporting staff to explore or build on faith is something that needs to happen organically.</p>	

	<p>With regard to Parent Teacher Association (PTA) development the Head mentioned the intention to relaunch the PTA in September having made clear its objectives in building community and fundraising. Sources of experience and input in the setting up and running of a PTA were mentioned including the PTA having a terms of reference as part of its structure and constitution.</p> <p>Parent and staff surveys have been initiated today and tomorrow respectively using questions based on Ofsted's questions for parents before an inspection.</p> <p><b>With the SIAMS inspection due next academic year we will need pupil voice?</b> Yes. The Head mentioned training he will be undertaking next week on SIAMS inspection.</p>	
138	<p><b>Approval of Off-Site Educational visits 2025-2026</b></p> <p>The school currently has two off-side educational visits annually – Y4 to Dalesdown and Y6 to Cobnor. There is financial and other risk involved. There is a need to gather accurate pupil and staff voice. This year just over 25% of parental voluntary contributions were unpaid for Cobnor – a significant cost to the school budget. Increasing costs, and especially for parents with more than one child in school, were acknowledged. The staff commitment of time and energy was acknowledged.</p> <p>The trips need to be reviewed – costs, length of time, risks – with a view to making a judgement on their viability for parents and staff. It was agreed to bring this item back to governors when that has been done.</p>	<b>Clerk</b>
139	<p><b>Policies</b></p> <p>There were no policies that required governor approval.</p> <p>It was agreed to defer consultation on policies, as part of an ongoing wider piece of work on policies and risk assessments, until the next meeting, The Co-Chairs and Head intend to review and consult with governors about the what and the how of policies coming to governors for approval.</p>	
140	<b>Chair's Action – none</b>	
141	<p><b>Date of next meeting – Thursday 10<sup>th</sup> July 2025, 7pm in the Staff Room</b></p> <p>Govenors were invited to arrive from 6.30pm onwards to mark the end of term and Mrs Ricks' last meeting with the board.</p>	

#### ACTION TABLE – FGB 12<sup>th</sup> June 2025

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	134	JB – Monitoring report following Maths Mastery lesson visit	End of term	
2	136	LK – bring an EHCP to next meeting for governors to see	10 <sup>th</sup> July	

3	138	Clerk – agenda planning – liaise with Head re when review of Off-Site Educational Visits has taken place	Ongoing	
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