

Governor Briefing 4

24 April 2025

18:00-19:00



Agenda

1. Welcome and latest updates and reminders from the Team:
 - Budget Reminders
 - Ofsted Consultation 28.04.2025
 - GovernorHub information Request
 - Buyback of traded services
3. Special Educational Needs and Disabilities update
4. Health and Wellbeing
5. Safeguarding
6. Thank you



Governor Services Updates and Reminders

Helen Tate

Governor Support Officer

Ofsted consultation

[Improving the way Ofsted inspects education - GOV.UK](https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education)

Consultation overview

Ofsted wants to know what you think about their proposed plans for inspecting schools and other settings where children and adults learn. In summary, they propose:

- **Report cards** – to give parents and carers more detailed information, including a new 5-point grading scale and short summaries of what inspectors found.
- **Education inspection toolkits** – to show providers and inspectors the evaluation areas that we'll focus inspections on and how they'll assess and grade providers.
- **Inspection methodology** – changes to how they carry out inspection.
- **Full inspections and monitoring inspections, state-funded schools** – plan to end ungraded inspections of state-funded schools and change monitoring programmes so that they can check that timely action is taken to raise standards.
- **Identifying state-funded schools causing concern** – a new approach to how they will place a school into a category of concern.



Deadline
28th April 2025

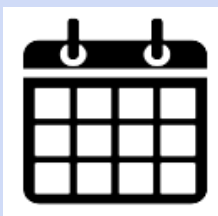
Budget approval – maintained schools

Key points and questions to ask:

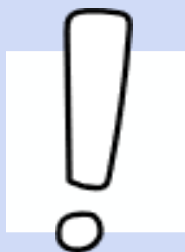
- Should be reviewed and scrutinised in committee/FGB meeting before being approved by the full governing board.
- Does the budget balance in all three years?
- Is the proposed budget reasonable?
- Does it support the school development plan?
- What assumptions have been made and are they realistic?
- Have any figures significantly changed from the last budget? And Why?



Schools must provide a balanced or surplus budget plan for the period 2025-26 to 2027-28 (**3 years**) to the local authority.



The deadline for submitting the Governing Body approved budget through Education Financial Services (EFS) is **2 May 2025** (**9 May 2025** for Special schools).



Where a school believes it is not able to submit a balanced budget, it must contact and submit a draft budget plan to EFS by **31 March 2025**, or earlier if possible. The local authority will work with those schools in seeking a balanced budget.

Buyback of traded services – Open Now!

Our range of traded service subscriptions for the next academic year is now available to sign up to.

This includes:

- The Clerking Service
- Governor and Clerks' training programmes
- GovernorHub
- [National Governance Association \(NGA\)](#) membership

We value the resources and advice given by the NGA and highly recommend schools become members.

All subscriptions can be found in the store at [Education Services](#).

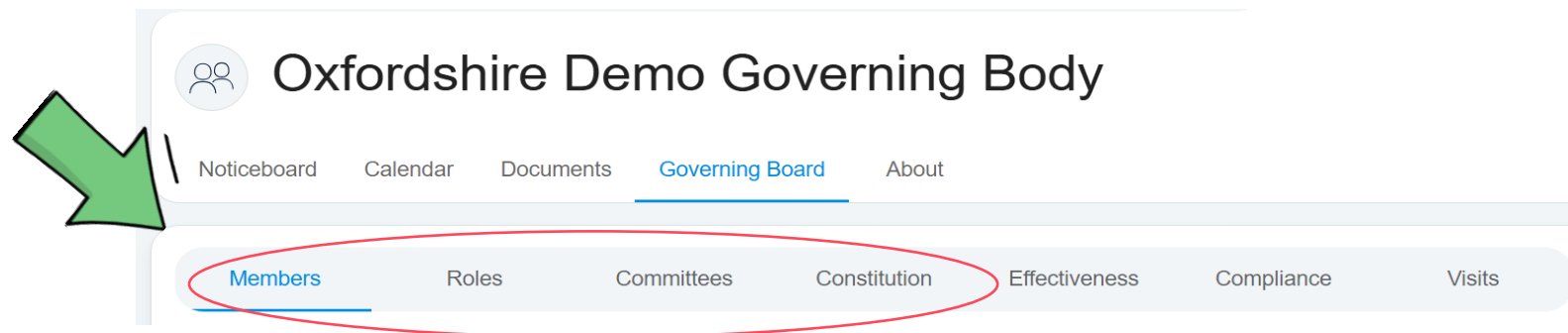
**Governor Services
Training Programmes**

OCC Clerking Service



Maintained schools' data

Termly reminder to check the data on GovernorHub is accurate and up to date



- Name, email address, and contact number for all governors
- Role and term dates for each governor on the Constitution page
- Assignment of role of Chair/Vice Chair/Clerk on the Roles page
- Committee Chairs and committee membership
- Link governor roles (at minimum, safeguarding and finance)

New request!

*note: if you call the governor responsible for SEND something else, e.g. Inclusion, please include SEND in the title of the role on GovernorHub



Health and Wellbeing

Natalie Robb

Strategic School Food and Physical Activity Advisor

Why should we be thinking more about health and wellbeing outcomes as Governors?

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4.1

The main

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- A healthy breakfast e
- important for studen
- achievement
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Journal of School Psychology

Volume 104. June 2024. 101298





WHO reviews effect of physical activity on enhancing academic achievement at school

17 February 2021 | News release | Reading time: 3 min (862 words)

Regular physical activity, increasing physical education and active classrooms not only protect schoolchildren's health but also improve their academic achievement. This is the finding of a wide-ranging review on Physical Activity and Academic Achievement carried out by WHO/Europe as part of its drive to ensure that young people get at least 60 minutes of moderate-to-vigorous physical activity every day.

A healthy breakfast e
important for studen
achievement

Andrew J. Martin ^a  , Keiko C.P. Bostwick ^d
Tony George ^c, Roger Kennett ^a, Joel Pearson ^c

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Health and
sciences

Mauricio Cresp-Barria ⁴,
Daniel Jerez-Mayorga ^{3,9} 

000, Chile;
4780000, Chile
University of Granada,
311-MV



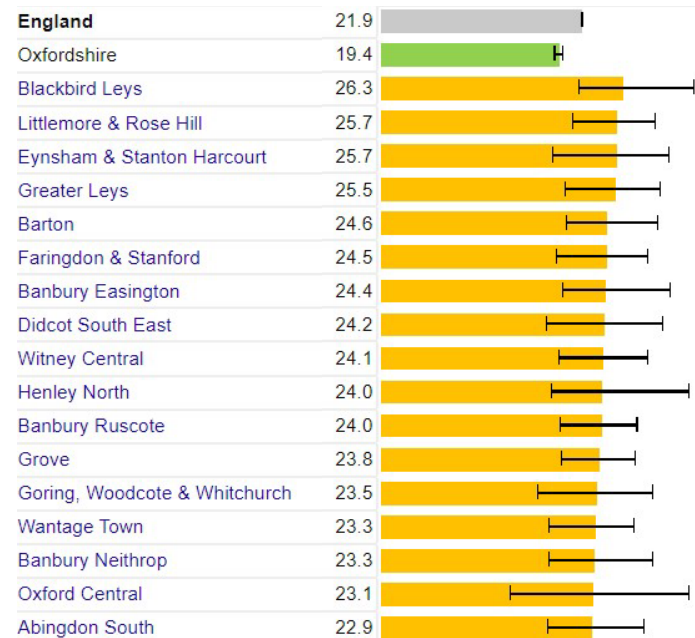
Oxfordshire health landscape

11

Small areas of Oxfordshire compared with England average

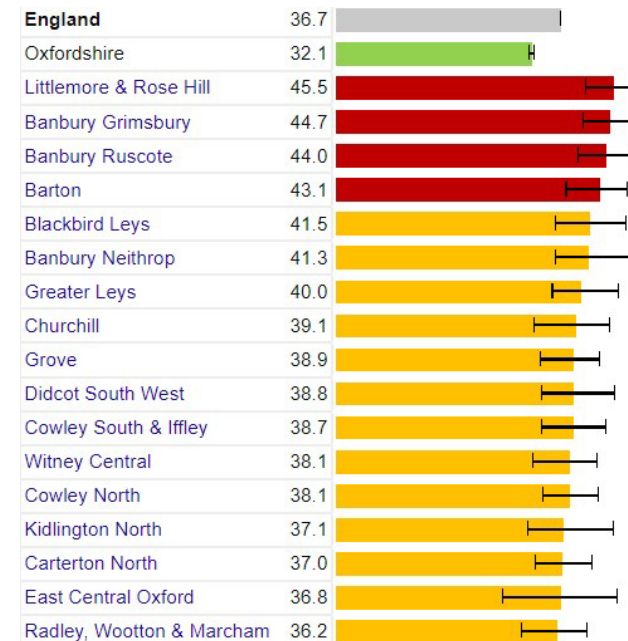
- For reception children (aged 4-5 years) there were no MSOAs in Oxfordshire worse than average.

Reception (aged 4-5 years), overweight inc obesity, 3 years combined to 2023/24 (%)



- For year 6 children (aged 10-11 years) there were 4 MSOAs in Oxfordshire worse than average.

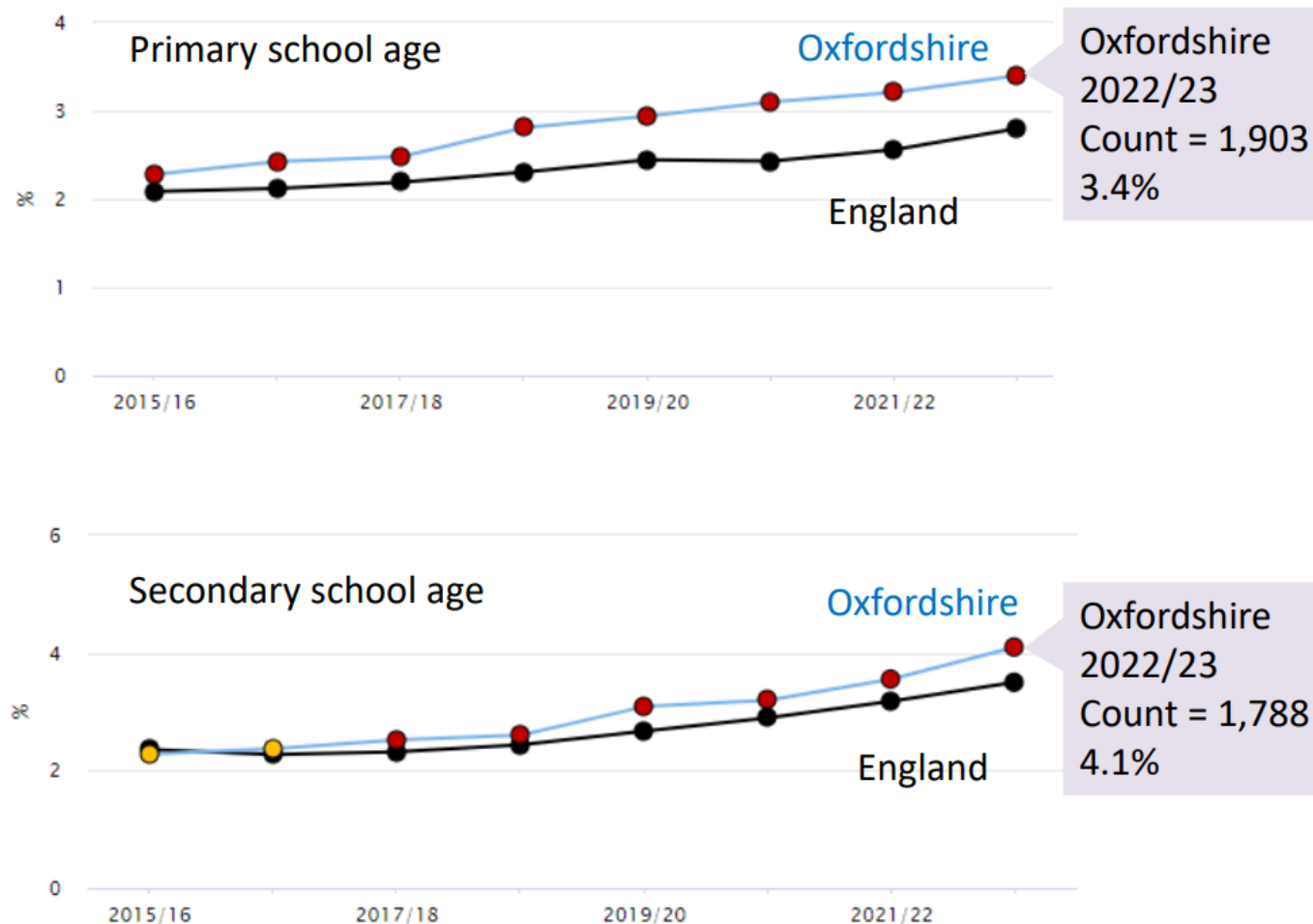
Year 6 (aged 10-11 years), overweight inc obesity, 3 years combined to 2023/23 (%)



Increase in school pupils supported with social, emotional and mental health needs

- As of academic year 2022/23 there was a total of **3,830 school pupils*** in Oxfordshire supported with a primary need of social, emotional and mental health.
- Rates are increasing and above average for both primary and secondary school ages.
- The greatest increase between 2019 and 2023, was **females at secondary school**, where those with Social, Emotional and Mental Health as a primary need increased by +391, 134%

The number of school children with Special Education Needs (SEN) who are identified as having **social, emotional and mental health as the primary type of need**, as a percentage of all school pupils (academic years)



From: [OHID fingertips](#) primary school and secondary school aged pupils with social, emotional and mental health needs *all school age



Interesting snippets

55%
PEOPLE



SAY THEY **STRUGGLE**
TO EAT FIVE A DAY

53%



felt
priced
out of **HEALTHY**
FOODS

74%



PARENTS
THINK THEIR CHILD NEEDS TO
eat more veg

82% **18-35**
YEAR OLDS



would like it to be
easier to **identify**
seasonal veg
when shopping



Every lunchtime
25 – 30%

of the children who could be
benefiting from a FSM are
CHOOSING TO AVOID



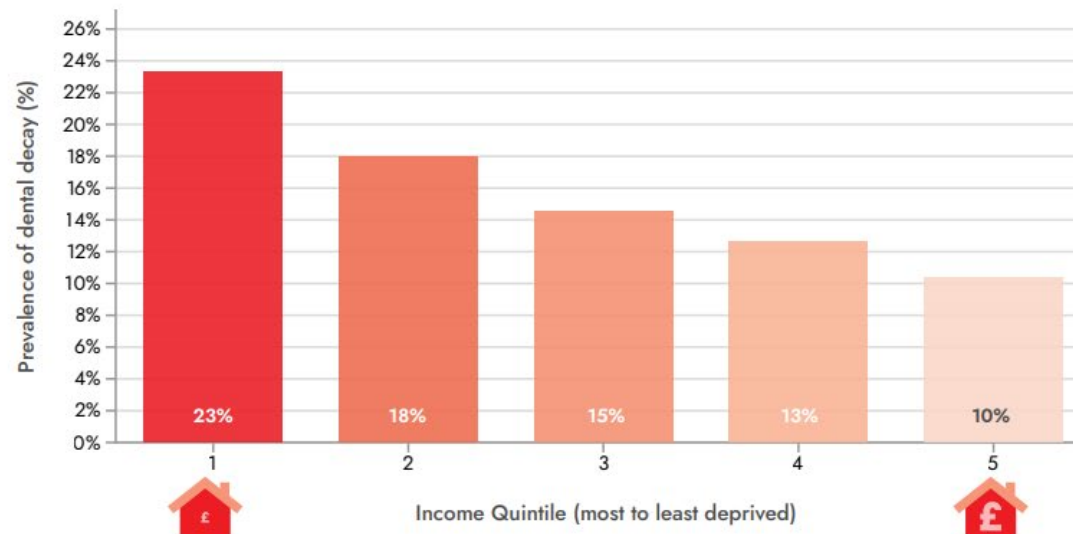
89%
CHILDREN
DON'T EAT
ENOUGH
vegetables



Children's dental decay

Children in the most deprived fifth of the population are more than **twice** as likely to have tooth decay in their permanent teeth compared to those in the least deprived by their last year of primary school.

Prevalence of dental decay in permanent (adult) teeth among children in the last year of primary school by income quintile

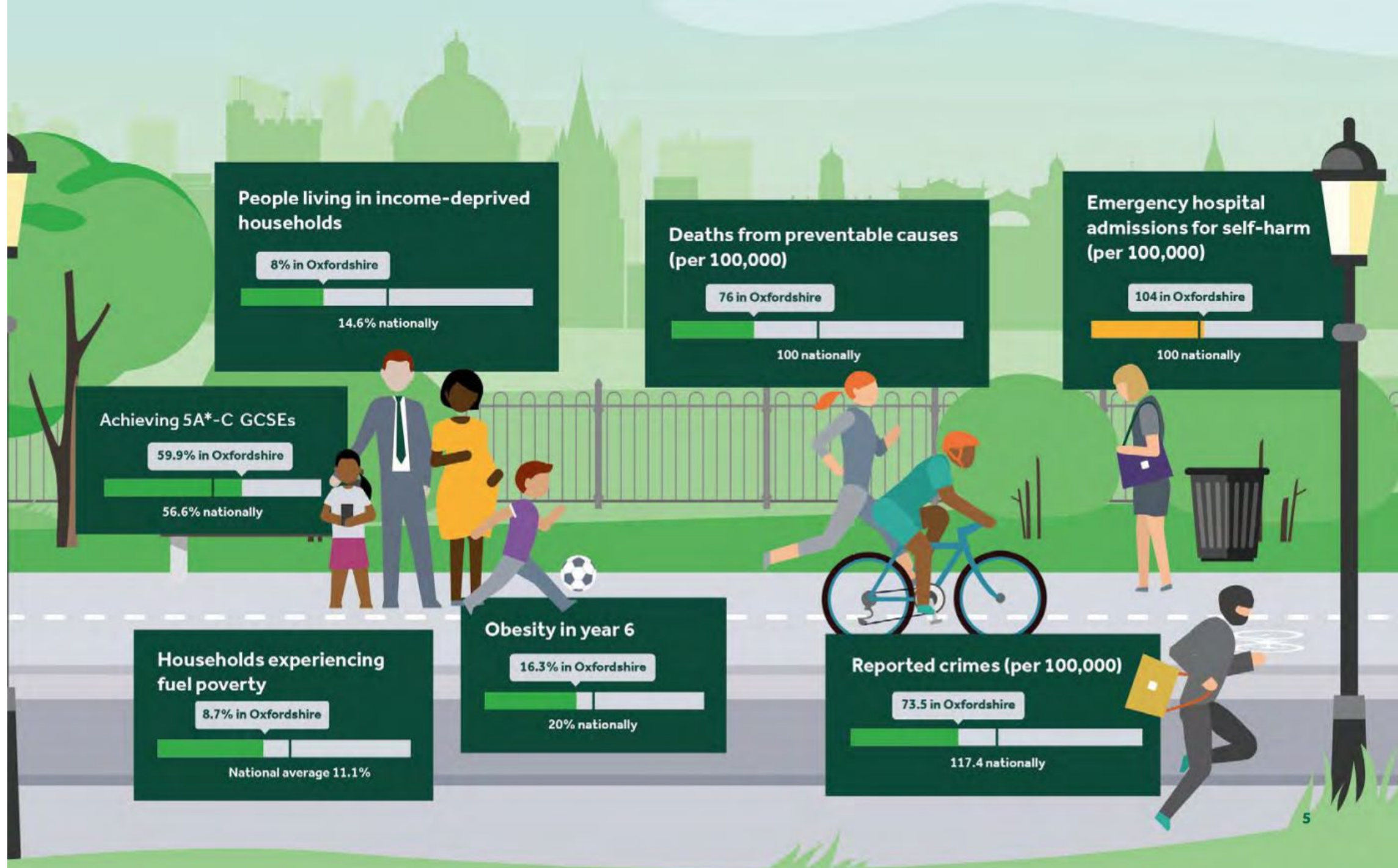


Source: Oral health survey of children in Year 6 2023, OHID

The Office for Health Improvement and Disparities' Oral Health Survey found that 16% of children in their last year of primary school in England have experienced tooth decay in their permanent (adult) teeth. Furthermore, there is an inequality gradient whereby children from the most deprived areas are more than twice as likely to have experienced tooth decay (23%) compared to those in the least deprived areas (10%)⁵⁷.

The Hospital Episodes Statistics for 2022-2023 provided further evidence of this disparity, showing that children from the most deprived areas had a decay-related tooth extraction rate nearly 3.5 times higher than those from the most affluent areas (381 episodes per 100,000 population compared to 109 episodes per 100,000 population)⁵⁸.







People living income-deprived households



Deaths from preventable causes (per 100,000)



Emergency hospital admissions for self-harm (per 100,000)



Achieving 5A*-C GCSEs



Households experiencing fuel poverty



Obesity in year 6

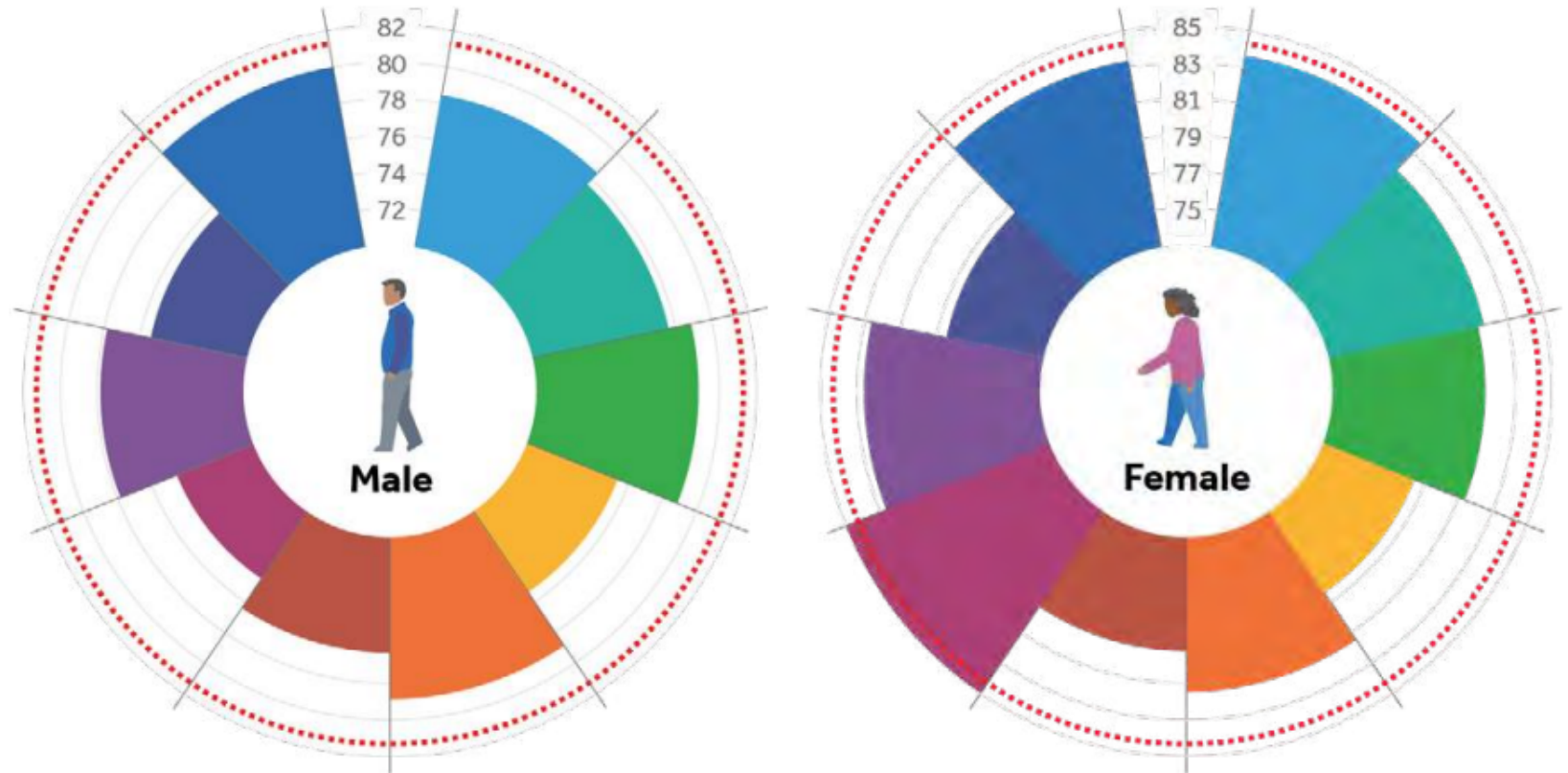


Reported crimes (per 100,000)



Average Life Expectancy

Most people would want to live a long life. If you live in the most deprived areas of Oxfordshire you are expected to live a shorter life than the average life expectancy for Oxfordshire. The diagram shows the male life expectancy of the ten most deprived wards. Nine out of ten of these wards are below the national average and significantly below the Oxfordshire Average. The life expectancy gap for men living in Carfax to the least deprived ward in Oxfordshire is shockingly 15 years!



Key

- Abingdon Caldecott
- Banbury Cross and Neithrop
- Banbury Grimsbury and Hightown
- Banbury Ruscote
- Barton and Sandhills
- Blackbird Leys
- Carfax
- Littlemore
- Northfield Brook
- Rose Hill and Iffley
- Oxfordshire average



*Break times
account for 20%
of a child's time
at school,
equivalent to
one day a week.*

*Is this time
accounted for
as part of your
school
development
plan?*

*Does your
school utilise
the power of
play and activity
as part of the
curriculum?*

Support for Governors in ensuring health and wellbeing for all pupils is at the heart of your school.

Academic year 2025/6

Feeding success – twilight and full day training sessions available

Physical Activity, play and sport; a whole school approach– twilight session

Mental health – twilight session

If there are any other topics that you would like covered, please email Natalie.robb@oxfordshire.gov.uk .

SEND

Transformation Work Update

Deb Smit

Assistant Director SEND and Inclusion

- Early Intervention
- Professional Development
- Targeted Support
- EHCP

Right Support Right Time *Theme Group* is essential to SEND Oxfordshire, as it helps more children and young people thrive in inclusive environments, leading to improved outcomes, fewer assessment requests, and reduced demand for costly specialist services.

Targeted School Support

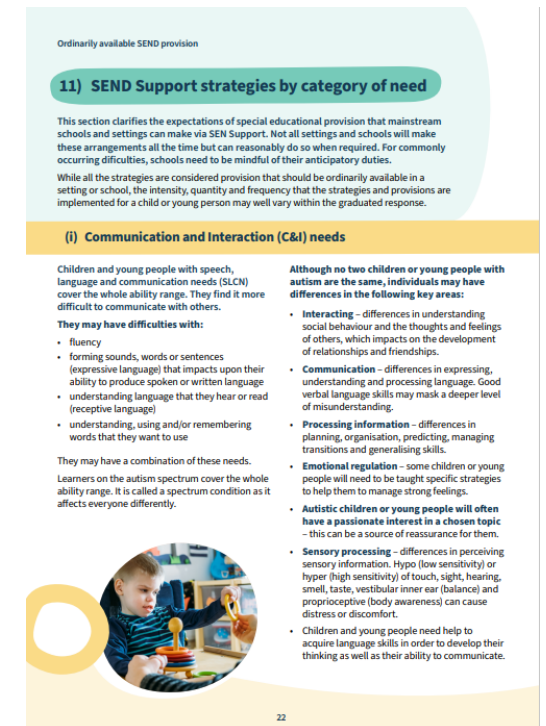
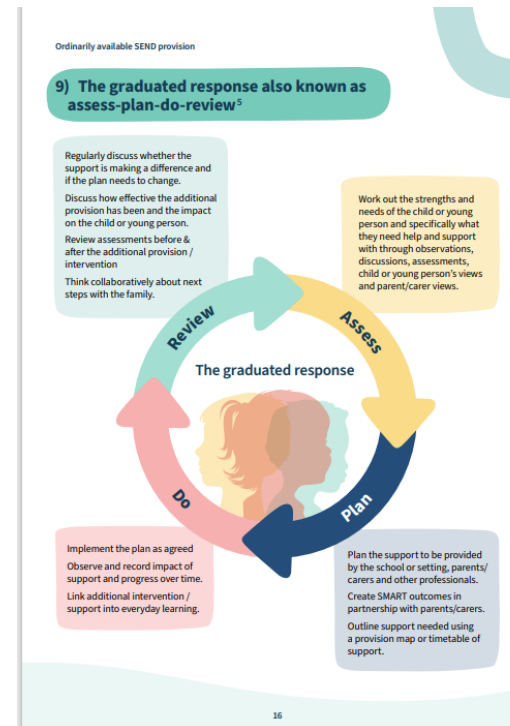
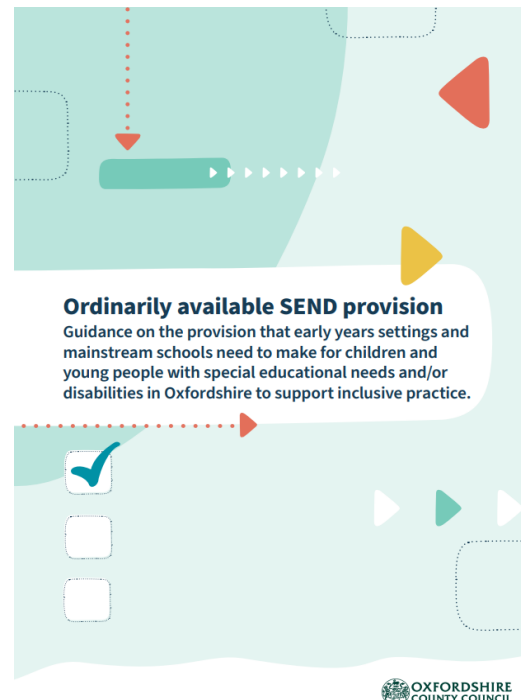
- Enhanced Pathways
- Special School Outreach
- Relational Schools Programme
- Behaviour Inclusion Officers

Professional Development

- Ordinarily Available SEND Provision
- Inclusive Support Series
- SEND Framework
- Evaluate My School
- SEND CPD Programme development
- SENDCO Helpdesk

Our aims

- To provide guidance for education professionals in early years settings, and primary and secondary mainstream schools
- To focus on SEND Support
- To support a consistent offer in all schools
- To have a positive impact on children and young people in Oxfordshire



Supporting identification of SEND in settings

- Use the SEND Indicators Tool to help you identify detailed information about a child's progress and needs
- The tool is in a strength-based format, meaning that you select what the child or young person can already do, and the unchecked boxes become areas for development
- As with the previous descriptors, please assess all relevant areas of need
- Strengths based model
- The unchecked boxes become areas for development and can inform outcomes/targets
- Assesses all areas of need if required
- Early Years version coming soon – continue to use EY OCC SEN Guidance descriptors for now

 OXFORDSHIRE COUNTY COUNCIL		SEND Indicators Tool	
Descriptors			
Teachers, working with parents/carers, can use these descriptors to identify strengths, gaps and barriers for children/young people.			
Communication and Interaction	Cognition and Learning General	Social Emotional and Mental Health	Hearing Impairment
	Cognition and Learning Literacy		Visual Impairment
	Cognition and Learning Maths		Physical Needs
	Attention and Listening Skills		Hearing needs
Spoken and Expressive Language	Problem Solving and Play	Positive mental health and wellbeing	Visual Needs
Understanding and processing	Engagement and Independence	Social skills	Mobility
Social Communication and Interaction	Literacy Skills	Anxiety (attendance) including EBSA	Independence
Other	Maths Skills	Positive behaviour	Accessing learning
		Other factors to consider	Social and emotional needs

- SEND self-evaluation platform 'Evaluate My School': 177 schools (62%) have signed up and of those, 109 have completed the evaluation partly or fully.
- 228 early years settings (nursery classes in schools and PVI settings) have signed up and 117 have partially or fully completed the audit.
- Sessions being delivered to target common themes emerging from self-evaluation scores.
- 36 schools attended a free provision mapping workshop on 16th January 2025 – feedback shows increase in knowledge and understanding of how to map, track and evaluate SEND provision using provision mapping by 2.85 on a 10-point scale.
- 82 schools registered for 'Action planning for improvement' online sessions in July 2024.



Powered By

EvaluateMySchool

- The Universal SEND Services programme is delivered by [nasen](#) through [Whole School SEND](#) with the [Education and Training Foundation](#), who support teachers and leaders across the Further Education and Training sector, and the [Autism Education Trust](#), who have a successful history of supporting and informing education professionals about autism.
- This **FREE** series of bite-sized units explores **20 of the** in classrooms and other learning **most commonly observed barriers to learning** environments, **regardless of age, label or area of need** and forms the cornerstone of Universal SEND Services – an ambitious programme funded until 2025 by the Department for Education.
- Enhanced CPD offer for schools can be accessed via Oxfordshire Education Services [Training & Events | Oxfordshire | Education Services](#)

ONLINE SEND CPD UNITS

Short-hop learning journeys
from the Universal SEND
Services programme

Coming soon ...

EHC Needs Assessment Requests

The Sections of an EHCP

Smart Outcomes in EHCPs

Responding to Local Authority EHC Plan Consultations

SEND Mediation and Tribunals

School age Phase Transfer

Preparation for Adulthood (PFA)

Post 16 Phase Transfers

Annual Reviews

The SENDCO helpdesk is an early advice service run by specialist SENCOs who can provide information, advice and guidance – meeting outcomes for children and YP with SEND needs through:

- supporting SENDCOs to deliver a comprehensive graduated response within their schools/settings
- responding to general advice and support by answering queries and problem-solving
- signposting and consider the next steps
- raising awareness of Oxfordshire County Council's Local Offer

The SENDCo Helpdesk provides timely responses to queries to ensure the right support at the right time, to avoid escalating of need and support.

Helpdesk evaluation feedback from SENDCOs (Scale 0-5)

- Timeliness 100% 5/5
- Helpfulness of information given 100% 5/5
- Overall quality of service 100% 5/5

- **Targeted Support:** Special School Outreach provides targeted support to mainstream schools, helping them better meet the needs of students with special educational needs and disabilities (SEND).
- **Collaboration:** It involves collaboration between the local authority and many of our special schools to ensure that support is provided at the earliest opportunity.
- **Staff Development:** The project has shown a positive impact on staff confidence and skills in schools that have accessed the support.
- **Sustainable Funding:** Funding secured for 25/26 and future funding already being explored.
- **Strategic Alignment:** Special School Outreach aligns with Oxfordshire County Council's Strategic Plan, focusing on doing things differently to meet the needs of children and young people.

- Enhanced Pathways provide additional support to children who may need specialist help beyond what is typically available in mainstream schools. They align with Oxfordshire County Council's Strategic Plan, focusing on early intervention and support for children and young people with SEND.
- An Enhanced pathway offers a **hybrid model between mainstream and resourced or specialist provision**, whilst enabling the students to remain in their local community.
- The aim is to ensure that children and young people's needs are met at the earliest opportunity by doing things differently, creating opportunities for them to reach their full potential.
- Creating Enhanced Pathways in schools is a more cost-effective way of funding provision for a group of pupils compared to individual alternative education provision packages which will be more costly.
- The project started as a pilot in 2020 and has since established 20 Enhanced Pathways countywide, with 16 in primary schools and 4 in secondary schools.
- The project has received positive feedback from school leaders, Ofsted inspections, and parents, leading to plans for expansion.
- Recent investment in the programme has meant that from September 2025 there will be 41 pathways across the county.

- Cohort 1 began in September 2023
- Move away from “train and hope” model
- Provides long-term support and development for significant culture change in schools and communities
- It promotes healthier, more fulfilling interactions and outcomes. By embedding trauma-informed, relational and restorative ways of working, a Relational School fosters a whole school culture of accountability, understanding and reparation.
- This approach benefits all, whilst disproportionately benefits those with SEND and our most vulnerable learners.
- **Increasing** parental confidence in mainstream school ability to meet the needs of CYP with SEND
- **Increasing** confidence of mainstream teachers, leaders and staff to identify and meet the needs of CYP with SEND.

- **44** schools and settings enrolled
- **19** other professionals enrolled (OCC CEF colleagues, School Health Nurses, CAMHS/MHST, Oxford Brookes University)
- **19** schools and settings on waiting list for future cohorts
- **3** MATs interested in a MAT wide roll-out option

- Recruited and commenced work in January / February 2024
- Last academic year the majority of referrals come via Exclusion and Reintegration Officers.
- Since September: live on SENDCo helpdesk and an increase in referrals is anticipated

January – December 2024

- **Students Supported:** 206 (with 236 on caseload)
- **Primary School Age Cases:** 84%
- **In-Person Visits:** 176 students
- **Online Consultations:** 17 schools
- **Students at Risk of PEX:** 19%
- **Review Meetings Offered:** 100% of schools (following in-school visit)

- Current number of CYP supported by an EHCP is 7647 (and rising)
- Continued volume of EHCNAs – we are currently seeing a similar number of requests in 2025 to date as in 2024
- Sufficiency continues to be a concern (plan to expand special school places, resource bases and enhanced pathways)
- Quality Improvement: The Quality Improvement Framework (QIF) aims to ensure that EHCPs are of high quality, aspirational, and consistent with the SEND Code of Practice.
- Timeliness: The council has focused on meeting statutory deadlines for EHCPs, with significant improvements in both quantity and quality.

Safeguarding

Jo Lloyd

LADO and ESAT Manager

Reminders and things to check.... (these are themes/issues identified by ESAT in schools)

Low level concerns about staff and volunteers-

- Does your school have a process to record concerns - a log/spreadsheet/electronic system etc
- Are you aware of numbers of concerns? And any Themes identified eg areas of concern such as physical handling of children or areas of staff eg Teaching Assistants etc
- Use the review of low-level concerns to inform staff training to prevent further concerns

Children's safeguarding records-

- Ensuring any actions taken are documented and the outcome of the action recorded.

Policies-

- Are the school's policies in date or have they passed their review cycle?

Recruitment

Online checks

- How are you recording these checks to evidence they have been completed?

Staff induction and training

- Are you sure ALL staff and volunteers have had safeguarding training?
- Does your school have an induction checklist?

Top tip to share safeguarding training and policies before start date.

Education safeguarding conference 6th June 25

Opportunity for learning, development and networking for your safeguarding leads including governors.

Booking through: <https://educationservices.oxfordshire.gov.uk/>

Agenda for June includes-

- Affluent neglect
- Substance misuse
- Information management
- Inclusion offer,
- Supporting children of prisoners,
- Impact of trauma on learning

Dates for Annual safeguarding audit- 175/157

Annual safeguarding self-assessment- section 175/157

Dates for
24/25



175/157



Audit will open..... Monday 14th July



Section 1 to be completed..... Friday 12th
September



Final submission deadline..... Friday 28th
November

Finally...

- **Sustainability plan:** *where are you with nominating your sustainability leadership and drafting your climate action plan?*
- **Governor Briefing 5:** Thursday 26 June 18:00-19:00 *Booking through* [GovernorHub](#) or governortraining@oxfordshire.gov.uk
- **Pop-in sessions:** *What topics would you like? What timings would best suit you?*
- **Resources:** Schools website [Governor Services | Oxfordshire Schools](#)

Thank you to you all!

