Notes and Action Record of the Thoresby Vale Local Academy Committee - Summer 2 meeting
Held on Wednesday 1st July 2026 at 2:45pm at Thoresby Vale Primary Academy

Membership	Initials	Governor category	Absence
Susan Jackson (Chair of Governors)	SJ	Appointed AC governor	
Elizabeth Rew	ER	Appointed AC governor	
Nikki Gubb	NG	Appointed AC governor	
James Coope	JC	Appointed AC governor	A
Roxane Keightley	RK	Appointed AC governor	
Graham Boyle	GB	Elected parent governor	
Keira Eadson	KE	Elected parent governor	
Jaime Turley	JT	Appointed AC governor	A

In Attendance	Initials	Position	Absence
Gareth Letton	GL	Executive Principal	A
Rebecca Hurley	RH	Principal	
Rhianne Chambers	RC	Governance professional and clerk to TVPA LAC	

Action record:

C	= Complete	**CF**	= Carried forward	**I**	= Incomplete (carried forward more than once)

Agenda item / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
LAC - May	AC/04/2526	Review the skills audit and create committee action plan.	RC / SJ	22.07.26	Skills audit has been completed by the committee and action plan for 26/27 has been created.	C

Notes of meeting:

Bold blue text = academy committee governor check and challenge

Bold green text = academy committee governor decision-making / approval

Q = Question from governors

A = Answer from senior leaders

Agenda item	Key points / summary of discussion	Action Required	Responsible Person	Timeline
AC/11/2526	**Welcome and apologies for absence** - The chair thanked everyone for attending. - Apologies were received and accepted from JC due to work commitments. - There were no apologies received from JT.	RC to follow up with JT	RC	02.07.26
AC/12/2526	**Declarations of Interest** - There were no declarations for any items on the agenda. - There were no changes to existing declarations.			
AC/13/2526	**Notes of last meeting 12.05.26 & review action log** - Notes of the previous meeting were received and approved. - Updates were provided for all actions from the last meeting, and all are now completed.			
AC/14/2526	**Governance housekeeping** - Governors were reminded to complete the Declaration of Interest and Code of Conduct for the new academic year. - Governors voted unanimously for SJ to continue as Chair of Governors for a 2-year term of office from September 2026.	To complete DoI and CoC	KE, JT and JC	01.09.26

	- Governors voted unanimously for NG to continue as Vice-Chair of Governors for a 2-year term of office from September 2026.
	- Link roles were agreed and confirmed as below;
	  ○ Safeguarding – ER / KE
	  ○ SEND – SJ
	  ○ GDPR – NG
	  ○ Stakeholders - GB
	  ○ Health & Safety – JC
	  ○ Behaviour and Attendance – RK
	- RC to share the link to the new link visit report
	- ER's link visit in English was shared and English across the academy was praised. It was noted that she was struck by the collaboration that goes on between staff and then also the collaboration with the children and the way they were so patient with each other.
	Q: Are there any plans in the pipeline to engage parents with ReadWriteInc considering the number of different settings children have come from?
	A: For the current children, there was a reading workshop at the start of the year, but this is something that the academy will continue with each year. The academy has got 83% in the phonics screening which is really pleasing. The governors praised the academy on this result.
	Q: For those children that didn't get the pass mark, will they have an opportunity to resit the screening?
	A: Yes, those children will be able to retry next year and the support in the academy will continue.
		To share link visit report	RC	02.07.26

AC/15/2526	**Action plan** - The action plan was discussed with the committee, and **it was then approved.**			

AC/16/2526	**Training – SEND**
	- Nationally there is a big focus around inclusion and there is an increased number of children with SEND in schools.
	- The academy is guided by the SEND code of practice.
	- If children have an EHCP then this is a legal document that will support them until the age of 25.
	- With an EHCP, it is parental choice on where the child goes to school, with many opting for mainstream education.
	- Governors must ensure
	  ○ SEND provision complies with the SEND Code of Practice,
	  ○ A SEND Information Report is published annually
	  ○ A qualified SENCO is in place
	  ○ Provision and outcomes are monitored and evaluated
	  ○ Funding (including the notional SEND budget) is used effectively.
	- The academy is part of the Dukeries Family of Schools and can bid into this family for funding. Funding comes in the form of low, medium and high with a maximum of around £6000.
	- If a child is considered to have higher level of need then the academy can go to the local authoring for HLN funding.
	- The funding allocated by either pot is not enough to cover a Teaching Assistant salary with oncosts.
	Q: If funding can only be applied for 3 times a year, how do you set expectations for parents?
	A: Family funding is applied for annually. It is really challenging as the main focus is doing a good job for the child but without the funding it is harder to be successful. The academy tries			

	to put everything in place that they can and work with families on the journey so that they are aware. ***Q: Is the funding granted per child or by the academy?*** A: It is per child ***Q: Does the funding stay with the child*** A: If a child is granted HLN funding then that stays with them whilst they remain in the same key stage. The funding from the family group needs to be reapplied for each year which is a large amount of work for the SENCO. ***Q: What happens when a child leaves to go to a special education setting?*** A: The funding will follow the child ***Q: If the funding does, then does this have an impact on staff?*** A: Unfortunately, if the funding goes then this can have an impact on staff but it is something that is communicated. - There are 4 broad areas of need o Cognitive and learning, o Social, Emotional and Mental Health o Communication and interaction needs o Sensory and/or physical needs ***Q: How much time does the SENCO get outside of the classroom?*** A: Currently Mrs Cottam has one afternoon a week outside of the classroom, but this will be increasing to one day a week from September. ***Q: Is this typical to other schools?*** A: It does look very different in each school. Across the primaries within the Trust, there are			

	several SENCO's who cover multiple schools. At the moment there is a significant SEND related workload due to children coming from 38 different schools but there is hope this will settle over time. ***Q: Out of the children from TVPA that are on the primary provision pathway, 34% are in stage 3 and 4, is that high?*** A: Yes, it is ***Q: Do teachers set the targets and actions for children with SEND?*** A: Yes, they do and then the SENCO will quality assure this. It is a teacher's responsibility for SEND planning and provision, but the SENCO will happily support the teachers with this if they need it. - The academy is in the Dukeries family of schools and each family has a springboard where SENCO's all meet once a term. For children with additional needs, academies can make referrals and request surgeries which is where the SENCO will try to get a child onto an expert's caseload. The child does need to have funding for this to happen. ***Q: Do the teachers get an opportunity for reflective supervision around specific children's needs?*** A: Yes, they are able to talk to other experts but this isn't traditional supervision. The academy has also pulled on expertise within the Trust with Zoe Clayton, Assistant Principal across the special schools, who has been in to TVPA and spent time with the teachers in classes. The academy has also made 17 springboard referrals and surgeries this year which can be submitted anonymously and from these, further suggestions can be received.			

	Q: Does the SENCO get an opportunity to see if the provision is working? A: Yes, during the time out of the classroom, but this will be increased next year. - The current wait time is 28 months to get a child in front of a paediatrician on the neurodevelopmental referral pathway. ***Q: For the other formal referrals that can be made, are they separate from a paediatrician?*** A: Yes, can often tend to be much faster. CAMHS referrals are hard to get hold of as they are an overstretched service. ***Q: In light of the timeline for getting an EHCP, can other provisions be put in place whilst waiting for this?*** A: Yes, if the child is in school. A child however cannot go to a special school or an alternative provision until an EHCP has been given. When the application is made for an EHCP, parents can state whether they prefer mainstream or specialist settings ***Q: There has been an influx in children with SEND, do you know the timespan of which the influx has been over?*** A: It is more down to people having more awareness and understanding of neurodiversity. ***Q: Do the school educate the children on SEND?*** A: We do try through talking about protected characteristics and neurodiversity. Where possible, if parents and children are happy too, then we usually ask them to share with other children a little more so that there is understanding within their classrooms. Through assemblies, equity and equality is often discussed. On the whole, the children are really accepting of each other and their needs but sometimes this can be difficult for parents to see.			

	- New guidance has been issued in June 2026 on the inclusion bases in schools. There are 2 spaces at TVPA that children can use as a base, and these spaces are often used in the lead up to lunch and breaktime so that children are more settled going into unstructured time. - Next year, Mrs Cottam will be supporting the Redhill Teaching Hub to support teachers over the academic year towards their NPQ SENDCo award. This is great CPD for Mrs Cottam and is also a great way to see practice in other settings. ***Q: How easy has it been to source relevant SEND training based on the need of TVPA children?*** A: It has been ok ***Q: Has this been through the Trust?*** A: Yes, and also from the local authority. It was acknowledged that the academy is very grateful for the expertise from within the Trust. - Parent voice was collated in the Spring term from parents with children with SEND. All 21 responses left positive feedback. It is important that parent voice is gathered with being a new community. ***Q: How was the uptake for the SEND awareness walks?*** A: There were 4 or 5 parents to the first walk but then not as many for the second. **Governors noted** that feedback from parents who attended said how valuable the session was and had been really positive about the approach. It was also acknowledged that some parents may not have attended due to having their own support systems in place and that they may be feeling too stretched.			

	- It was agreed for the presentation to be shared with governors.	Presentation to be shared	RC	02.07.26
AC/17/2526	**Complete annual summary template on the effectiveness of governance 2025-2026** - The annual summary was completed.			
AC/18/2526	**Determination of confidentiality** Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved: - Any confidential items discussed have been recorded separately and names removed. - There had been no Equality Act implications.			
AC/19/2526	**Date and time of next meeting** **Next meeting**: Wednesday 30th September 2026 at 2:45pm Meeting closed at 4.13pm			
Signed by Chair:		**Date: 30.09.26**		