

Governor SEN Monitoring Visit Report: SUMMER 2019

Names	Kate Goodhew
Date of Visits	i) 17 th May 2019 ii) 14 th June 2019
Focus of Visits	i) Termly SEN update ii) Mental Health First Aid Training for Schools
Purpose of Visits	i) SEN update. ii) Attendance at staff training to gain greater understanding of how schools can address SEMH (and potential impact for our school). iii) To potentially inform future school improvement priorities.
Links with School Improvement	Build on and consolidate the school culture of 'excellence' for all learners. Develop a culture of lifelong learning for all learners.
Staff visited	i) Sue Ward (SENCO/Head) with Tracey Spencer (Governor Finance Committee Chair) ii) External trainer (but attended with 3 members of school staff)
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. <ul style="list-style-type: none"> Meeting with SENCO/Head plus analysis of data for pupils with SEN and tracking of patterns over time. Attendance at external staff training with L Elliott, L Foster and P Kedwards. 	

i) SEN Meeting

	Comments	Evidence
Current SEN overview	<ul style="list-style-type: none"> HT provided detailed SEN report detailing all areas monitored. See attached document for details. No pupils identified as having SEN associated with SEMH. SEMH recognised as important for ALL pupils and is given daily consideration. Revisited consideration of a discreet SEMH policy to reflect good practice. LCC policy being developed. Transition process for SEN pupils: Info is collated and shared with secondary school (via phone calls). Sue was thanked for her detailed HT SEND report. The content is supported by governor observations as follows: Staff are trained in a range of areas of SEN. The school supports integration with supportive, mixed grouping. Discussions with staff indicate evidence of daily support for SEN pupils and clear staff dedication. I observed supportive consideration of individual pupils' level of need from our teaching staff at the recent maths training attended. Progress is monitored by staff at pupil progress meetings ("Assessment points"). Not expecting any new Reception pupils with SEN. 	HT Report on SEND Previous SEN monitoring report. Previous SEN monitoring visit reports. Observations during "I see maths" training visit. See maths monitoring report 2019.
SEN budget	<ul style="list-style-type: none"> Funding/spending outlined in HT report. Governors present supportive of spending. No concerns. 	HT Report on SEND

Attainment data for SEN pupils 2019	<ul style="list-style-type: none"> - SATS results summer 19. - IDSR Dec 19/Jan 20 	SATS results.
Monitoring progress	<ul style="list-style-type: none"> - Sue reports SEN pupils are achieving well and meeting targets. Challenge: What evidence can I see <i>today</i> for current pupils' achievement? - All present collectively examined parent survey responses for stakeholder feedback*. - Governor examination of progress of SEN pupils by tracking data over time: Pupils with SEN consistently make strong progress, at least in line with national figures, sometimes greater. - Pupils with EHCPs are following a modified or enhanced curriculum. - School monitors progress of pupils with additional need to prevent them moving into SEN group. 	<p>*Parent Survey: See parent comments recorded below.</p> <p>SEF KS2 Data/Y6 profile (2018)</p>
More Able Pupils	<ul style="list-style-type: none"> - Needs met through quality first teaching and nurture. Agreed specific policy for MAP not required. Achieving ARE to GDS. - Also tracked at pupil progress meetings. - Progress not specifically reflected in data. 	

Parent Feedback - Parent survey	<ul style="list-style-type: none"> - Parents value open mornings as they provide a good opportunity to look at their child's work and view their progress first hand and talk to school staff. - Parents fed-back that their children are happy at school and well-supported by teaching staff. - Parents fed-back that the school provides a range of learning opportunities and that it enables children to enjoy learning. - Parents also indicated that their children are keen to achieve and develop good levels of independence.
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iii) SEMH: Mental Health First Aid Training for Schools

	Comments	Evidence
Purpose of training	<ul style="list-style-type: none"> - To provide school staff with an understanding of mental health difficulties and strategies to support relevant pupils. 	
How does school intend to implement the training?	<ul style="list-style-type: none"> - School have begun roll out of MHFA training for all staff to further develop awareness. 	
Benefits of course	<ul style="list-style-type: none"> - Practical strategies. - Introduction of the ALGEE approach to support pupils presenting with mental distress. - Opportunities to share experiences and support strategies/success stories with staff from other settings. - Signposting to support lines/web sites, resources. - SEMH Lesson plans provided. - Beneficial for further shaping policies/procedures. 	

KEY:

EHCP – Education Health and Care Plan

IEP – Individual Education Plan

LCC – Leicestershire County Council

ARE – Working at age-related expectations

GDR – Working at greater depth within the expected standard

Comments:

Support for pupils with SEN at Newton Burgoland School is consistently excellent and pupil progress is very good.

Pupils with SEMH receive very good care and support and the school is proactive in further developing skills and knowledge in this area for all staff.

Recommendations:

- Share findings with Governing body at main meeting.
- Share existing skills and knowledge within the staff team on SEMH as new information/guidance becomes available.
- Consider a parent workshop on SEMH to support parents in developing their children's mental health and well-being and enhance communication regarding this area.
- To monitor impact of the mental health CPD in the new academic year and consider it's value for money.

Signed 
(Governor)

Signed _____
(Headteacher / Coordinator)