

## Governor SEN Monitoring Visit Report: AUTUMN 2018 / SPRING 2019

<b>Names</b>	Kate Goodhew
<b>Date of Visits</b>	i) 1 <sup>st</sup> November 2018 ii) 30 <sup>th</sup> January 2019
<b>Focus of Visits</b>	i) SEN: Update ii) SEN: Social, Emotional and Mental Health and Wellbeing (SEMH)
<b>Purpose of Visit</b>	i) Current SEN overview / more able learners / SEMH plan. ii) Detailed monitoring of SEMH provision.
<b>Links with School Improvement</b>	Build on and consolidate the school culture of 'excellence' for all learners.  Develop a culture of lifelong learning for all learners.
<b>Staff visited</b>	i) Sue Ward (SENCO/Head) ii) Louise Elliott (Class 3 Teacher)
<b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.</b> <ul style="list-style-type: none"> <li>• Meeting with SENCO/Head</li> <li>• Meeting with Class Teacher</li> <li>• Examination of KS2 data 2018</li> <li>• Analysis of pupil survey June 2018</li> </ul>	

### i) SEN Update

	<b>Comments</b>	<b>Evidence</b>
<b>Current SEN overview</b>	<ul style="list-style-type: none"> <li>- 2 pupils have EHCPs.</li> <li>- Fewer on SEN register this year – no new starters identified with SEN at present.</li> <li>- Specific areas of need: ASD (ABA), SLCN, dyslexia.</li> <li>- ABA funding from LCC withdrawn as expected. School continuing to provide ABA with SEN funding. One development role in ABA for an existing member of staff.</li> <li>- Psychologist commissioned for dyslexia assessment.</li> <li>- Statutory: Access Plan, SEN report and SEN policy all up to date and available on website.</li> </ul>	HT reports
<b>Review of SATS results</b>	<ul style="list-style-type: none"> <li>- SEN pupil in Y6 was expected to achieve greater depth in all areas. Published data demonstrates this was achieved.</li> </ul>	KS2 SATS data
<b>Monitoring progress</b>	<ul style="list-style-type: none"> <li>- Pupils on school support/SEN register have termly IEP targets set. Example (blank) IEPs shown for two age groups (KS1 infant-friendly version and KS2 version). Pupils contribute to the planning of IEPs.</li> </ul>	IEP templates
<b>More Able Pupils</b>	<ul style="list-style-type: none"> <li>- Character-building: Opportunities to take on a role of responsibility e.g. Internet Legends, helping with Forest School, Sports Ambassador.</li> </ul>	Pupil survey June 2018

	<ul style="list-style-type: none"> <li>- Curriculum: extension reading, problem-solving in maths, differentiation, booster sessions available for SATS.</li> </ul>	
<b>SEMH update and plan</b>	<ul style="list-style-type: none"> <li>- New framework for PHSCE to be introduced. New guidance issued nationally regarding SRE (sex and relationships education).</li> <li>- At NBPS: Cambridge PHSCE introduced; Leaver-Hulme well-being indicator continuing to be used; 'Happy to be Me' and 'Thinkwise' are ongoing.</li> <li>- KG meeting with Louise Elliott, Class 3 Teacher, TBA.</li> <li>- Discussed including focused questions in pupil survey. To discuss with Debs and Sue.</li> </ul>	Awaiting new guidance.

**ii) SEN & SEMH (Social, Emotional and Mental Health)**

	<b>Comments</b>	<b>Evidence</b>
<b>What makes our school mentally healthy?</b>	<ul style="list-style-type: none"> <li>- LE provided a detailed written overview of the school's ethos on SEMH, whole-school approaches, classwork, interventions and CPD – see comments and attached information.</li> <li>- Mental health is discussed regularly as part of the curriculum.</li> <li>- Teachers have a good understanding and knowledge of mental health but this could be further developed through peer information sharing as new information becomes available.</li> <li>- SEMH training needs should be identified.</li> <li>- Challenges due to withdrawal of free services (e.g. school counselling).</li> </ul>	See attached, scanned summary document.
<b>How is SEMH monitored?</b>	<ul style="list-style-type: none"> <li>- Evidence in pupils' work, self-evaluations.</li> <li>- Discussed the use of scaling to monitor pupils' learning habits/approach to learning over time. Challenges exist in whether this reflects a child's mood on the day, so wording would have to be carefully considered.</li> </ul>	Pupils' work. Pupil survey.
<b>How is good SEMH encouraged in More Able Pupils?</b>	<ul style="list-style-type: none"> <li>- Challenges of perspective exist as pupils may compare themselves to others.</li> <li>- Encouraged to recognise own progress and effort e.g. 'Things I did well today' leaflet.</li> <li>- Supported through teaching daily.</li> </ul>	Pupil survey.

**KEY:**

EHCP – Education Health and Care Plan

ASD – Autism Spectrum Disorder

ABA – Applied Behaviour Analysis

SLCN – Speech, Language and Communication Needs

IEP – Individual Education Plan

PHSCE – Personal, Health, Social and Citizenship Education

## Comments:

- Staff are clearly very passionate about and dedicated to actively developing the positive development of pupils' SEMH. Consideration is given to this throughout and beyond the curriculum.
- The school's approach to developing pupils' learning habits supports positive mental health. Resilience is nurtured. Respect and kindness are built into the school ethos, which contributes to each individual being valued. This is all reflected in the pupils' voice in the pupil survey.

## Recommendations:

- Share findings with Governing body at main meeting.
- Develop a school SEMH policy to support SEN policy.
- Any SEMH staff training needs should be raised/identified on an ongoing basis.
- Share existing skills and knowledge within the staff team on SEMH as new information/guidance becomes available. LE agreed she could share current information at a staff meeting.
- Could pupils who have completed 'Thinkwise' etc act as ambassadors to younger pupils?
- Governors to review questions in pupil and parent surveys to check they will capture pupils' voice on SEMH, SEN and 'More Able' pupils.
- Over time, consider how SEMH can be positively supported through school policies. E.g. Suggested amendment to Music Policy to include the positive effects of music on SEMH.
- Further investigate the use of scaling to monitor pupils' awareness of their own personal development (learning habits) over time (e.g. within a class).
- Consider a parent workshop on SEMH to support parents in developing their children's mental health and well-being.
- Further consideration of More Able pupils at next meeting.

Signed  \_\_\_\_\_  
(Governor)

Signed \_\_\_\_\_  
(Headteacher / Coordinator)

Signed \_\_\_\_\_  
(Governor)

**Date: 4<sup>th</sup> February 2019**

Summary of SEMH support at Newton Burgoland Primary School.

Provided by Louise Elliott, 30<sup>th</sup> January 2019

At Newton Burgoland Primary School, nurturing children's mental health – namely social, emotional and spiritual wellbeing - is at the very heart of what we do.

Our ethos is centred on providing the necessary skills to:-

- build self-esteem and promote positive relationships
- resolve conflict
- encourage empathy
- make decisions
- be proud of their own voice

in a safe environment. These skills can then extend beyond the curriculum and classroom for use throughout the children's lives.

Emotions, decisions and reflections are discussed openly – whether the pupils' own or those of characters in books or real-life figures – in order to give the children the opportunity to explore and debate.

Collaboration and teamwork is built into lessons throughout the school to foster a culture of communication, where sharing ideas and learning to build on each other's ideas sensitively, as well as to deal with potential conflict is explored.

**Assemblies, presentations and productions**

- Anti – bullying assembly
- Christian Aid assemblies – highlight the difficulties faced by children around the world
- ‘Standing By’ anti-bullying productions

**Classwork**

Examples from Class 2 on ‘Being a good friend.’

Diary entry follow up work (from ‘Standing By’) in Class 3 shared with the whole school – see examples in the children’s books

E-books on Book Creator written by Class 3 and shared with Class 2 children as an opportunity

Friendship series of lessons to help the children understand qualities of a good friend, how friendships can change over time, how to maintain them, a ‘Recipe for a good friend’ and dealing with conflict resolution – Class 3

Pupil voice/reflection sheets – see examples

‘R’ Time

Piloting new Cambridge PSHCE scheme to further enhance learning progression and coverage

**Examples of texts used to explore difference, diversity, emotions and mental health**

Black Dog – a book about Fear

The Red Tree/Farther – books that deal with Depression/anxiety

Badger’s Parting Gift – a book that deals death

**Integrated support throughout the school**

Worry Monsters

'Kindness Elves'

'Happy to be me' intervention –Class 2/3

'Thinkwise' intervention – Class 4

**Courses and CPD**

'Everyone's welcome' project - No Outsiders, following on from  
'Beyond Bullying' award

RSE Course PK – Teaching RSE with confidence in primary schools  
and further resources