

Governor SEN Monitoring Visit Report: Autumn 2019

Names	Kate Goodhew (SEN Governor)
Date of Visits	23 rd October 2019 1 st November 2019 12th December 2019 Rescheduled: 31 st January 2020
Focus of Visits	i) Staff briefing: Developmental Language Disorder (DLD) ii) Termly SEN meeting (review of last year/plan for year ahead). iii) Monitoring visit – class teacher meeting (Y2/Y6)
Purpose of Visits	i) DLD information-sharing / staff CPD to benefit pupils with SLCN. ii) SEN update. iii) To gain staff perspectives on SEN provision.
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) ii) Rebecca Davies (KS1) Paul Kedwards (KS2)
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. <ul style="list-style-type: none"> • Presentation at staff meeting and informal follow-up conversations. • Meeting with SENCO/Head plus analysis of data for pupils with SEN and tracking of patterns over time. • Interview with class teachers at end of each key stage. 	

i) Presentation to staff: Developmental Language Disorder (DLD)

	Comments	Evidence
Complimentary briefing provided by SEN governor (in capacity as a Speech and Language Therapist).	<ul style="list-style-type: none"> - Following briefing, staff have been proactive in considering the potential impact of language on pupils' reading, learning, social skills and behaviour. - Staff are vigilant and holistic in considering contributory factors where concerns are raised regarding pupils. Staff acted on the specific information provided in the briefing by seeking advice from outside agencies where there could potentially be an underlying language disorder. 	Referrals to/advice from local speech and language therapy services.

ii) SEN Meeting

	Comments	Evidence
Current SEN overview	<ul style="list-style-type: none"> - 2 EHCP. - 3 on school support. - Monitoring new pupils. - Staff training needs currently met. 	Head Teacher's report. Notes on teacher meeting (below).
Statutory	<ul style="list-style-type: none"> - All documents up to date. SEN Policy review due by October 2020. 	Policies on website
Attainment data for SEN pupils 2019	<ul style="list-style-type: none"> - Average progress in reading - Lower in writing - Expected for trajectories – good progress. 	KS2 Data

Monitoring progress	<ul style="list-style-type: none"> - Discussed monitoring to obtain parent view on SEN. - Plan: Monitor responses to parent survey. Send targeted letter to parents of SEN learners to invite to optional informal (1:1) meeting with SEN governor. - Discussion on vocabulary development. 	To follow up with analysis of parent survey/letter to parents.
Review of SEMH	<ul style="list-style-type: none"> - Still moving forward. Engaged in Route to Resilience programme (e.g. Happy lunchtimes) focusing on growth mind-set, character, resilience. - Parent agenda – Fun and families team to provide staff support for developing parent workshop. - Plan: audit parents’ views after the above event. - Plan: To discuss reflections on Mental Health First Aid course with teachers at monitoring visit. 	Info shared with parents in October newsletter.
SEN briefing	<ul style="list-style-type: none"> - KG attended SEN briefing (Governor Development Service) on the county framework for promoting inclusion. Useful for upcoming SEN Policy review. 	Documents from briefing.

iii) Monitoring Visit: Class Teacher Meeting (Y2 and Y6)

Rearranged for Spring Term due to staff illness/cover.

	Comments	Evidence
Identification and monitoring of concerns	<ul style="list-style-type: none"> - Teacher concerns are shared early on with SENCO. - In key stage 2, some new pupils start school with areas of need highlighted in information from previous school. - Teachers are supported in monitoring concerns through supervision/observations from SENCO/Head and regular ongoing discussions. 	Previous SEN monitoring reports.
Target setting, intervention and parent engagement	<ul style="list-style-type: none"> - Pupils on SEN register have SMART targets recorded on IEPs. (Specific, Measurable, Achievable, Realistic, Timely), developed in collaboration with parents and other professionals and review date is set. E.g. ABA intervention tutor works in close, daily collaboration with teacher/parents, who input into targets - high expectations. - Benefit of small classes – teacher can keep a close eye on pupils receiving interventions, communication is ongoing, pupil response is constantly monitored. - Greater level of engagement with parents is invited at times of transition. 	IEP / Pupil-friendly IEP documents To further discuss with parents who volunteer to meet with SEN governor
SEN engagement in whole class and expectations	<ul style="list-style-type: none"> - Pupils work together in mixed ability partnerships with peers (e.g. R-Time). All pupils integrated and accessing curriculum/developing skills together. - Benefits to pupils: supporting each other and stretching each other’s ability; promotes opportunities to develop habits for learning/positive character skills for life together (e.g. team-work, persistence, empathy, leadership, collaboration); support from peers can support comprehension as peers re-word explanations in ‘friendly’ language. - All pupils are actively encouraged to support and 	Previous SEN monitoring reports. Pupil health and safety survey. Parent newsletter

	<p>ask each other before they ask an adult. Pupils often <i>offer</i> to go and help each other.</p> <ul style="list-style-type: none"> - High expectations for all pupils' character development as they collaborate in their learning. 	
CPD/training/ experience/support	<ul style="list-style-type: none"> - Staff share information/expertise on a daily basis in ongoing discussions. - Information from courses is shared/cascaded. - Can seek advice from specific staff members with additional knowledge. - Staff are confident they can access courses/CPD if an area of specific training need arises. - Staff feel well-supported by school in their CPD. 	Joint visits with staff on training opportunities (e.g. see maths report)
Impact of Mental Health First Aid course	<ul style="list-style-type: none"> - PK attended this training. He reflected on a shift in his interpretation of behaviours and an appreciation of underlying reasons for behaviours. Valuable impact on being supportive of both pupils and colleagues. The training supports a greater awareness of well-being in self and others and greater empathy. - RD reported on ELSA training and benefits in terms of identifying children who need additional support. 	Governor attendance at same training day.

Comments:

SEN pupils continue to make good progress. Staff have high expectations for SEN pupils.

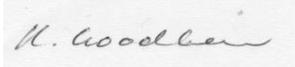
Support processes for pupils with SEN reflect the graduated approach (SEN Code of Practice).

The school promotes a classroom culture where pupils are encouraged to ask for help when needed and where learners confidently offer each other a helping hand as the norm. The expectation of the school is that ALL pupils (including those with SEN) will develop positive habits for learning and life (e.g. through working collaboratively). This extends to staff learning: staff feel well supported in school regarding their continued professional development.

Mental Health First Aid training has had positive impact. Staff have acted on the DLD briefing (e.g. actively identified pupils who might benefit from assessment and sought advice).

Recommendations:

- To feedback at main governors meeting
- Engage with parents: KG to draft invitation to parents of pupils with SEN. Arrange meetings to gain parent perspectives on pupil progress (including character and resilience) range of experiences at Newton and readiness to move on to the next stage of their learning.
- Audit parent views after parent workshop on character and resilience.
- Governors to examine responses to parent and pupil surveys.
- Roll out or cascade the valuable Mental Health First Training to all staff.

Signed  _____
 (Governor)

Signed _____
 (Headteacher / Coordinator)