

Governor Monitoring

Governor: Joy Shreeve

Responsibility: SEND Governor

Date of visit: 15th March 2017

Focus of visit: To monitor current SEND situation, practice within the school and the Cluster

Type of visit: Discussion with the SENCO (Teresa Osborne)

Information gained:

There are currently 17 children in total on the SEND register which is a decrease from 2016 (23 pupils). This equates to 14% of the school roll. There is 1 child with an Education, Health and Care Plan who is still working with the children in the year below. This child will continue to be backclassified and this will be made clear on the review document at the next Annual Review Meeting. Parents are in agreement with school. 3 children have physical and health difficulties. The overall decrease in numbers is due to children making progress.

There is a wide range of needs within the school. This includes ASD, ADHD, Dyslexia, Speech and Language Difficulties, Emotional and Social Needs, Mental Health issues, Behavioural Difficulties and Physical Difficulties which include cerebral palsy, epilepsy and hearing loss. We have four pupils who have EAL but these do not have any SEN issues. Speech and Language difficulties are slightly on the increase. Referrals are made through GPs but limited support is available from the NHS system. The Cluster employs a Speech and Language specialist teacher who will work with an individual child and will then leave activities with the CT to be practised with a TA. Emotional and Social Needs along with mental health issues are more prevalent as is the case in many schools. At a recent course the SENCO was informed that a lack of attachment at an early age can lead to poor speech and language which can then lead to greater emotional ill- health.

There are 8 TAs employed and they give support in class, manage groups of children and give some individual support. There are no pupil specific TAs. All staff are meeting the needs of current pupils.

Interventions are taking place either within the school day or before the school day.

Class 1- Talk Boost, Speech and Language activities

Class 2- Sounds Discovery, extra reading, Letters and Sounds

Class 3- Numicon, extra reading, Precision Teaching for Maths

Class 4- additional reading, spelling and Maths

Nurture groups in KS2 are led by a HLTA and their activities include discussions, games, art therapy and outside learning with an emphasis on co-operation and teamwork.

Many outside agencies continue to support the pupils and staff:-

- The School Support Team consisting of an Advisory teacher (Liz Jones) and an Educational Psychologist (James Thatcher), meet with the SENCO and any relevant staff each term for discussion and planning
- Family Support
- ASD Team nurse
- Health professionals
- Occupational Therapist
- Speech and Language Therapist
- Benjamin Foundation

All children with SEND are monitored extremely closely. The SENCO keeps an Interventions spreadsheet detailing the programmes being used and the child's progress. The SEND register is regularly updated to show needs and provision. A Provision Map of SEND shows how SEND money is spent. The SENCO holds termly Pupil Progress meetings with each class teacher. School Support meetings are held termly. Salford Reading tests are used to monitor progress in reading for targeted pupils receiving interventions. The school data is regularly analysed, reported and discussed at the Effectiveness Committee meetings (6 meetings a year). The Cluster SENCO lead offers support, advice and testing and works in parallel with the Advisory Support Teacher (Liz Jones). The school also benefits greatly from the Cluster SENCO lead who offers support and advice and is able to undertake testing for dyslexia as well as dyscalculia

A recent Cluster SEND meeting was informed that the Cluster SEND money for 2017-2018 will remain the same as last year's amount. It had been feared that this would be reduced due to overspending in NCC Education budget. Discussions will be taking place soon on how the Cluster money will be best used and dispersed amongst the thirteen schools in the Cluster. Our share has been used to employ TAs for learning interventions and for supporting social and emotional needs. TA training this year has included speech and language, spelling and phonics, ASD and all staff have had updated Step On training for positive handling. The staff have all received training on how to deal with children experiencing an epileptic fit. Pupil Premium money is well accounted for but this will be reduced in September 2017 when 3 pupils leave. There is one post looked after child in school.

Date to be reported to Effectiveness Committee 16th March 2017