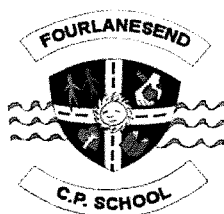


<p><b><u>School Development Plan Priority</u></b>                  2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment - <b>Progress of SEN children</b>  <i>Progress needs to be in line with that of all other groups</i>                  2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve - <b>Progress of SEN children</b>  <i>Progress needs to be in line with that of all other groups</i></p>	<p><b><u>Focus of Visit</u></b>                  SEN termly monitoring visit – focus on SDP priorities.</p>
<p><b><u>Visit time, date and Governor name:</u></b>                  Becky Ginger                  19<sup>th</sup> March 2019</p>	<p><b><u>Staff name:</u></b>                  Helen Illingworth</p>
<p><b><u>SDP actions to consider</u></b></p> <ul style="list-style-type: none"> <li>• SEN group to be tracked using SPTO. All provision maps to be reviewed half termly. Action plan drawn up also includes development of language to support SEN progress in reading.</li> <li>• Putting in place motion across school</li> </ul>	
<p><b><u>Ofsted Outstanding</u></b></p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p> <p><b><u>Ofsted Good</u></b></p> <p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p> <p>Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</p> <p>Governors hold senior leaders stringently to account for all aspects of the school's performance, including .....and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</p>	



## Previous visit: Progress on agreed actions and Impact

### Observations and Discussions

#### Issues arising from Autumn 2019 data

##### Attendance from 05/09/18 to 07/03/19

Attendance 95.44%

EHCP attendance (2 children – one left Nov 18) 89.26%

SEN support 92.02%

No SEN 96.11%

Governor challenge on attendance data – why statistically lower?

We discussed the fact that over the past two months, 50% of the children on the Record of Need have had extended periods of illness which included chickenpox. 19% (3 children) have ongoing medical needs involving numerous hospital appointments. 6% (1 child) has taken two holidays within term-time. The remaining 25% have attendance above 96%.

##### Progress data end of Autumn 18/19

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [105 children]	+1.2	+1.2 [105 pupils]	+1.1 [105 pupils]	+1.2 [105 pupils]
ALL SEN [15 children]	+1.4	+1.4 [15 pupils]	+1.4 [15 pupils]	+1.4 [15 pupils]
NOT SEN [90 children]	+1.1	+1.1 [90 pupils]	+1.1 [90 pupils]	+1.2 [90 pupils]

Governor challenge on data – why SEN 'look like' they are making more progress?

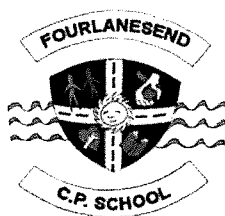
We discussed the fact that at the end of the Autumn term, our data tracking software always shows more progress because the children move on to the next year, for example, they can be 'developing' at the end of one year but then set to 'emerging' at the beginning of the next which equates to approximately two terms progress.

##### Pupils at ARE at End of Autumn, 2018/2019

	Subjects Combined		Writing		Reading		Mathematics	
	Below	Achieving	Below	Achieving	Below	Achieving	Below	Achieving
WHOLE SCHOOL ADMIN [105 children]	16.3% 17/104	83.7% 87/104	14.4% 15/104	85.6% 89/104	14.4% 15/104	85.6% 89/104	12.5% 13/104	87.5% 91/104
ALL SEN [15 children]	40.0% 6/15	60.0% 9/15	40.0% 6/15	60.0% 9/15	33.3% 5/15	66.7% 10/15	33.3% 5/15	66.7% 10/15
NOT SEN [90 children]	12.4% 11/89	87.6% 78/89	10.1% 9/89	89.9% 80/89	11.2% 10/89	88.8% 79/89	9.0% 8/89	91.0% 81/89

Governor challenge on SEN ARE- why lower?

We discussed the fact that three of the children with SEND who are not meeting ARE have general learning challenges which sit across one or more of the areas of need (Communication and interaction; Cognition and learning; Social, emotional and mental health; Sensory and/or physical needs). Two of the children have joined the school in FS with very low starting points. The sixth child has significant physical needs resulting in regular operations and physiotherapy.



Governor asked 'So what is in place to improve and support data tracking to ensure we get a clear view and understanding of the impact of interventions and support for these children?'.

We discussed the fact that support for children with SEND is seen through differentiation and high-quality teaching as a first step with TAs supporting individuals and groups, promoting independence wherever possible. The teacher-TA relationships are very positive with dialogue about individuals happening across the day – this sharing of information leads to children receiving directed support within lessons as well as additional support where required.

Teachers track children's progress using SPTO and consider what interventions may be necessary in order to remove any barriers to learning. This is usually discussed with the SENDCo and recorded on a class provision map and forms the basis of discussions in the half-termly pupil progress meetings with the headteacher – effectiveness of interventions are also discussed in order to ensure that each child is receiving the provision they require. A record of any interventions is also logged on SPTO, usually by the class TA, which creates a chronological diary of any additional support given and gives a 'picture' of a child's learning journey.

We also discussed the fact that noticeably more children are starting school with speech and language challenges and that, as a school, there is a focus this year on communication and language. An action plan is in place which allow for termly monitoring across the classes.

We also discussed the importance of understanding the impact of support and interventions a child receives and that the effectiveness of some interventions, for example, phonological awareness, can be measured directly from the beginning to the end. Other interventions, especially for children with SEMH, are more difficult to measure so the use of the Motional tool is being developed across the school in order to measure impact on children's well-being – this has a direct link to a child's academic achievements.

In the second half of the Autumn term, class teachers completed a questionnaire for their class to give a baseline judgement on children's emotional well-being. The results were analysed by JW & HI and key areas of emotional development that were lower than expected for that age range were highlighted. A set of activities were chosen for each class to build on these areas and teachers will be completing the questionnaire again in the next two weeks. These results will be analysed and compared to the baseline data – the next step will then be 1:1 sessions to support children with SEMH.

**Summary to be entered on Governor Monitoring Plan:**

Support that has been put in place has had a positive impact on the emotional wellbeing of individuals which has in turn had a positive impact on their focus in learning time within the classroom.

Interventions are in place and a measurement of effectiveness is being developed to ensure that interventions then match criteria of what is needed, to ensure progress is made.

**Further Action Required:**

- Develop use of Motional to support early identification of underlying social, emotional and mental health issues.

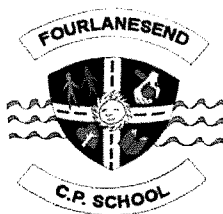
**Impact of Governance:**

Challenging questions around the data provided demonstrated the understanding of the SENCo.

**Date and time of next visit:**

Summer 2019

Fourlanesend Community Primary School – Governor monitoring visit report form



**Governor signature:**

**Date:** 19.3.19

A handwritten signature in black ink, appearing to be 'R. H. Jones', written over the date.

**Staff signature:**

A handwritten signature in black ink, appearing to be 'H. M. Illingworth', written over the staff signature line.