GOVERNOR FOCUS VISIT

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| **Date and participants** |
| **Tuesday 28 June 2022** – David Churchill (DC), Inclusion Governor; Liz Smith (LS), SENCo; Stacey Poole (StP), HLTA; Sharon Pickering (ShP), HLTA; Focus group with 5 SEND (1 with EHC Plan) pupils Years 7 - 9 |
| **Focus of visit** |
| Progress with SEND provision in 2021/22 Impact of Thinking Reading programme |
| **Discussions and observations** |
| * LS was really well prepared for the visit, and her commitment and enthusiasm for the role shone through. Given only recent change and high staff absences impacting all schools still, LS has been largely teaching a full timetable. From September, she will reduce to 14 hours per fortnight, and just teaching KS3 will make it slightly easier to step out of class if needed (rather than from a GCSE class) * There was a very clear and helpful overview of the SEND team, and LS also talked through how support will work from September. The overview included key information on the main programmes, such as Thinking Reading and Catch Up Numeracy * There was also comprehensive data showing how the numbers for EHC plans and SEND are above both Essex and National averages. LS explained how they had information on new Year 7s with EHC Plans, and would assess at the start of term which other pupils might need support * Looking ahead, LS mentioned the pupil who was about to start GCSEs and would benefit from an ipad and associated equipment to help them access their exams in Summer 2024 * StP and ShP both work on the thinking reading programme, and ShP had also been working this year on catch up numeracy. They enjoyed working with pupils outside of the classroom as they felt they were having more impact, and they also liked that the programmes the school was using showed the progress that pupils were making * The HLTAs were very knowledgeable on how Thinking Reading worked, and their role within it. They explained how potential pupils are identified initially, and then how probe tests are used to gauge starting points and progress. They talked about the number of months progress that can be made in one session, and also felt it built confidence. Of 24 pupils on the programme at the start of the year, 16 have already graduated. * The school has introduced Catch Up Numeracy more recently. The Maths Department refer pupils who may need support in addition to the small group sessions they already run. Pupils take a Wrat 5 test to assess initial level, then generally will have 2 x 15 minute sessions per week. The success criteria is to complete both progress booklets * Both were exceptionally positive about the school and their experience. They were really positive about the support they received, and spoke very highly of LS and the work she had done since taking on the role * It was really enjoyable to meet with a small group of 5 SEND pupils (1 with an EHCP) in Years 7 - 9. One pupil didn’t feel comfortable in the session, and I was very impressed how they politely articulated that they wouldn’t be staying and would be going back to their classroom. * The pupils were very open and talked about the areas where they were getting additional support, such as literacy and numeracy. One was very pleased with the successful support they had received to help them with anger management. It was also positive how they talked about knowing who they could go to if they were struggling with anything. * All the pupils could talk about the progress they had made. Some of them had already graduated from the Thinking Reading programme. They also agreed that having support outside the classroom in 1:1 or small group sessions was better, and that the programmes were building their confidence in all subjects and willingness to engage in class * They really enjoyed school and found it hard to come up with any even better ifs. They would like to have their phones during school hours, but I definitely don’t agree with them! |
| **Questions for reflection** |
| * How are we expecting our 60+ SEND students in Years 11 and 13 to do in their exams in summer 2022? * Linked to the school’s priorities and development plan, what would be a suitable focus for an inclusion visit in 2022/23? * What are the views on provision from parents of SEND pupils? |
| **Actions and by whom** |
| LS – provide percentages with any SEND data given to governors, as helpful for comparative purposes  Governors – discuss with school leadership team the possibility and impact of funding additional hours for the SEND team  DC – look into possible funding to replace one of the lifts  DC – arrange an inclusion visit for Autumn 2022 |