GOVERNOR FOCUS VISIT

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| **Date and participants** |
| **Tuesday 6 July 2021** – David Churchill (DC), Inclusion Governor; Tony Taylor (TT), SENCo; Liz Smith (LS), Deputy SENCo |
| **Focus of visit** |
| Introduction to SEND provision at Shenfield and priorities for 2021/22  DC’s first visit as inclusion governor |
| **Discussions and observations** |
| * TT and LS had very helpfully prepared an overview of the numbers of SEND students at the school for September 2021, broken down by EHC plan (EHCP), SEND support, and SEND students who are also eligible for pupil premium funding * School numbers are significantly above national averages for EHCP (2.6% of all students compared to 1.7%) and SEND support (17.2% compared to 10.8%) * The numbers that particularly stood out for me are that in 2021/22 in Year 9 there will be 11 of our students with an EHCP, and over 25% of students needing SEND support * The school may be involved in a tribunal over the summer, as well as exam appeals, which have implications for capacity * DC fed back that as inclusion governor at St Mary’s for almost 10 years, he had always heard exceptionally positive things about the SEND provision at Shenfield High School * School’s focus is very much on ensuring that all teachers are teachers of SEND, and that students follow the same curriculum and learn in their mainstream classes as much as possible * Two key interventions where required are thinking reading and catch up numeracy. Students come out of classes for 3 x 30 minute sessions per week, and these rotate so that it is not always the same class * There are weekly triage meetings for each year group that bring together the leads for SEND, safeguarding, pastoral care, progress and learning, and the year’s SLT link * LS explained how there will also be ad hoc meetings where the triage, and other information, have flagged up the need for an ad hoc meeting on a specific student to agree next actions * Given the volume of students, one plans are understandably not completed automatically for every student. They are a tool if required, for example a termly plan to help drive progress * For all students, the SEND register records the main barrier to learning and the key strategy for teachers to use. The Edulink seating plan makes clear the SEND students for each class. All teachers can access more detailed information on SEND students if needed * A key priority for next year will be embedding the staff changes with former overall inclusion lead Jenny Comerford moving on. The SEND year group links will be integral to the school’s ethos of knowing every student well * Staff meetings where required and email and other communications will be used to brief staff on particular needs and strategies at the start of the year |
| **Questions for reflection** |
| * Linked to the school’s priorities and development plan, what would be a suitable focus for next term’s visit? * How have our SEND students fared during the lockdowns? * How are we expecting our 50 SEND students in Years 11 and 13 to do in their exams in summer 2022? |
| **Actions and by whom** |
| DC – set up a meeting in Autumn term with Jane Martin to discuss PP provision  TT – consider what would be the most suitable SEND outcomes/progress data to share with DC and when  DC and TT – agree a focus and date for the Autumn 2021 visit |