

# SEND Governor's Report to the Governing Body

Bussage C of E Primary School

E. Miller – SEND Governor

2016

As SEND governor I have delegated responsibility from the Curriculum Committee. The responsibilities are documented in the Terms of Reference for the committee which were revised at the meeting of the committee on 18<sup>th</sup> October 2016.

In addition to taking part in book reviews with the Performance, Standards and Staffing Committee, in which we look at the children's work books, including those with SEND; I visit Mrs Trim, the school's SENCO to discuss SEND provision at the school, and progress of the children with special educational needs and disabilities, as part of my monitoring responsibilities.

During my visit in late January there were several items on my agenda:

1. Children's progress & attainment, highlighting successes and any areas for further attention.
2. Any required changes to the Local Offer
3. Overview of the SEND year & processes.

I received assessment headlines – achievements based upon autumn 2015 targets and progress towards these. The targets were based upon those contained within the My Plan and My Plan + plans for the SEND children.

The children had a variety of needs, including Speech & Language, Communication & Interaction, Moderate Learning Difficulty, and those with needs to do with Behavioural, Emotional & Social Development. We looked at the targets for each child, the support given and progress towards meeting the targets. We discussed where targets had been met and so particular support was no longer required, where targets had been partially achieved – and the effectiveness of the support, and where either no progress had been made or the child had moved further behind and as such what other interventions were being made to help the child.

We discussed My Plans (received an anonymised copy) and My Plan + (received a blank copy). We discussed how targets could be changed or adjusted within the plans where children had partially met target.

We discussed the inclusion of a 'costing' element on the Intervention Overview sheet which all teachers complete, (not included on the My Plan documents). This document shows which children are receiving interventions, who is leading the interventions, when they happen and for how long.

We discussed where a child was being considered for an EHC plan, which is the next stage after My Plan +. We also discussed instances in which it may be necessary to convert a My Plan to a My Plan +.

In terms of monitoring progress and setting targets for SEND children by staff, Spring term My Plans are updated by teachers based upon achievements and progress from Autumn, and these are updated again in April. My Plans are always shared with parents. After parent evenings Mrs Trim has follow up SEND meetings which parents can sign up for. My Plans are updated rather than re-written so that they can show progress. It also allows visibility as to why targets may be repeated if necessary.

As part of our meeting we discussed the previous Autumn's year six SATs. We looked at end of year data on Reading, Writing and Maths for each child with SEND. A sheet had been created for 'Life Without Levels', since levels were discontinued by the government. This sheet covered 'Below', 'At' and 'Above' required attainment.

We discussed targets for SEND, the strengths and weaknesses for the school – key target was to ensure SMART targets for children, ensuring that progress can be seen and monitored. In the Autumn of 2015 Mr Ferguson had asked Mrs Trim to update the action plan, for SEND, as part of the senior leadership team whole school action plan. This would set targets for the year, information on monitoring attainment for the coming year, based upon 'Life Without Levels', working with staff to produce SMART targets for My Plan, My Plan +, and 'Closing the Gap' (for lower ability children, not SEND).

Mrs Trim was to look at all recently received My Plan, My Plan+ and 'Closing the Gap' sheets. She looks over all intervention sheets (covering the whole class, individuals named), and individual 'Closing the Gap' sheets (which give more specific details of where individuals are at, along with specific interventions). Each closing the gap sheet covers one type of intervention for the whole class. This is the intervention overview with costings.

Mrs Trim was to discuss with Mrs Seymour and Mr Mills, the tracking of progress for SEND children without levels, to determine level of progress.

The SEND Local Offer/Report was updated by Mrs Trim in liaison with Mr Nathan Roe of the Local Authority. This has now been published on the school website, along with the updated SEND policy. Both are due for review again early 2017. I am involved with the reviewing of these documents. There are also other links to useful information regarding SEND for parents on the school website.

Part of the discussion was on how money was being spent on SEND. There were no issues raised.

I will be attending a Local Authority SEND Governors course later in November, and will follow this up with another monitoring visit to the SENCO, Mrs Trim, shortly afterwards. We will review the SEND Policy and Local Offer in the new year.

Numbers of children for each class who are considered SEND continue to be provided by Mr Ferguson to governors as part of the Head Teachers report to governors.

Since my last report Mrs Trim has gained the Masters SENCO qualification, and I thank her very much for the hard work she undertook to achieve this, and for all the excellent work both she and the staff do for the SEND children at Bussage Primary School.