

KGGS Governors visit form. Please complete and return to the clerk to governors			
Link Governor	Diane Watson		
Lead staff visited	Sean Tarver (SENCO) Tracey Doig (Deputy Head)	Date	9/12/2021 & 18/3/2022
Purpose of Visit	SEND Update for Governing Body. Linked to KGGS SDP 2021-2022 Focus 1B, 'to ensure provision for SEND is successfully embedded in the curriculum'.		

In December 2021 I took on the role of SEND Link Governor and have had made two visits to familiarise myself with the work of the SEND Governor support team. The team is made up of:

SENCO - Sean Tarver QTS PgCE NASENCO PAPAA

SEND Administration assistant – Alison Evans HLTA APAAC (advanced first aider).

TAs

Yvonne Coyle Yvonne works part-time and is responsible for ensuring that the necessary equipment for two named students, usually chairs, is in place at the right time.

Gabby Cox Gabby works part time. She spends some of her time assisting a Year 7 with an EHCP as well as some other students. She also helps out with tutoring and covering lessons for absent teachers.

Shaun provided the following information for his report to the Welfare Committee in February 2022.

Number of pupils with SEND December 2021 (June 2021 in brackets)

- Autistic Spectrum Disorder: 5 (2)
- Physical or sensory impairment: 6(8)
- Social, emotional mental health: 5 (4)
- Specific Learning Difficulties: 103 (105)
- Total: 119 (124)

Percentages of pupils with SEND in each year: Year group	Numbers of students November 2020	Number of Students Dec 2021	~Percentage % of total (119)
Year 7	3	7	
Year 8	12	6	
Year 9	11	15	
Year 10	12	11	
Year 11	28	25	
Year 12	25	20	
Year 13	28	35	

Percentages of pupils with SEND: KGGS v National v Lincolnshire November 2020 %

KGGS Lincolnshire National

Pupils with EHP	0.24	1.79	1.94
Pupils with support plan	9.92	12.93	11.49
Total with SEND	10.16	14.72	13.45

Number of pupils with an EHP Year Group	Number with EHP
Year 7	1
Year 8	0
Year 9	0
Year 9	0
Year 10	0
Year 11	0
Year 12	1
Year 13	1

There is now a year 7 student with an EHC Plan which is the first the school has had for some time. This student has settled well into school life with the help of the SEND Team.

Progress of all pupils v pupils with SEND 2021

Following the suspension of examinations there is no data available for this school year. In past years there has been very little difference in performance between a cohort as a whole and pupils with SEND and SEND students continue to achieve well in line with the wider pupil body.

Other comments

Reading screening for Years 7, 8 and 9

Once again the English department have screened cohorts in KS3, including Year 9 this year for Reading Comprehension. This is part of our literacy monitoring system. This is not strictly a SEND matter, but it does help us identify any pupils that may struggle with literacy skills and may require reasonable adjustments and exam access arrangements. It also helps to monitor progress in terms of reading skills for those students. At the time of writing, results are still being analysed.

Those identified for intervention will be placed on the Lexia Power Up program and a reading group led by a part-time English teacher. We have purchased over 200 licenses for Lexia; this is enough for one whole Year and some more identified students. Last year, intervention in the form of reading groups and Lexia was shown to have a positive impact on reading ability as measured with these tests.

Mental health

The school is continuing to experience a raised number of students experiencing mental health difficulties which are having an impact on their attendance to school and lessons. Attendance of a very small minority can skew overall results. Some students will use the support room some of the time if they are struggling emotionally when in school. There is an issue of the division between Pastoral and Send support and it can be difficult to separate the two

Conclusion

As a new link-governor I was interested to explore with Tracy and Shaun how SEND is funded (a nominal 6K from the school budget); what is the most used form of support (staff time and extra time); support equipment costs (not onerous), SEND training for staff and governors (ongoing events in school and with other agencies). I will attend a CBT day in April at the school. Shaun kindly took me through the Provision Writing Programme used by the school which was very useful. Shaun is also involved with the Lincolnshire Grammar Schools SENCO network, an informal but self-help framework. One clear success is the location of the SEND room nearer to the Pastoral Team rather than more isolated Harrowby House. The room is very well used and appears to be a safe and quiet haven for those who use it.