

## **Link governor for SEND: meetings at school with Julie Lennie, Sean Tarver and Shevaun Kern**

29<sup>th</sup> November 2018 & 24<sup>th</sup> January 2019

**My objective for the meetings:** to begin to achieve a clearer picture of 'where we currently are with SEND at KGGS', with a view to being able to communicate this picture to the rest of the governing body as and when required.

**Proposal:** that we present a SEND report to the governing body (via the WELFARE committee) twice a year to ensure that all governors have a clear and ongoing awareness of SEND provision at KGGS.

The JUNE report will include the following:

- Names of key staff
- Number of students with SEND and the categories they are in, building on information from previous years for the purposes of comparison
- Percentages of pupils with SEND in each year group, along with attendance levels (including comparisons with non-SEND pupil attendance levels and commentary as required)
- Notes regarding pupils with EHCP and a summary of the work that has been ongoing for them plus any concerns/difficulties
- Progress and achievements of all Y7-Y11 SEND pupils using data from Head of Year reports
- Number of students being tested in each year group and the outcomes of the tests
- An update of relevant staff training
- An updated list of agencies the school is currently working with
- SEND trends, issues and challenges

The NOVEMBER report will include the following:

- Names of key staff
- Number of students with SEND and the categories they are in, building on information from previous years for the purposes of comparison
- A summary of the Progress 8 scores for SEND Y11 and A Level Value added for Y13 students (to be reported on a grid format to enable year on year comparisons)
- Current percentages of pupils with SEND in each year group

## Questions asked at the meetings:

### 1. What are the current percentages of pupils with SEND across each year group?

Year 7: 1.6%

Year 8: 2.7%

Year 9: 2.7%

Year 10: 9.4%

Year 11: 14.4%

Year 12: 15%

Year 13: 7.3%

The percentages in Y7-Y9 are low in comparison to subsequent year groups. This is thought to be mainly due to very few girls joining KGGS with known SEND issues and the time it can take for problems to become apparent. From Y10 onwards, however, the heavier workloads and added pressures tend to bring issues to the fore, particularly those relating to processing speeds.

### 2. What are the trends/changes in SEND numbers over last three years, and what do we understand to be the reasons for these changes?

The numbers of pupils on the SEND register at KGGS has increased by more than 50% in recent times. This is largely attributed to better recognition of potential issues by the teaching staff, and more targeted in-house testing by Shaun and Shevaun.

SEND communication across the school has improved considerably since the introduction of Provision Mapping software- this enables more efficient paper-less communication and tracking.

Shevaun mentioned that one area of concern for her is a recent increase in anxiety and panic attacks. She said that she has never seen so many instances of self-harm, attributing this to home life and other pressures.

### 3. What comparative data do we have regarding the outcomes (expected and achieved) for SEND pupils and non-SEND pupils?

Progress 8: whole cohort: +0.59, SEND pupils: +0.41

A-level value added: whole cohort: -0.09, SEND pupils: -0.12

It is perhaps unsurprising to find that pupils with SEND are not achieving at quite the same levels of the whole cohort. But it should be noted that a progress 8 score of +0.41 is still comfortably within the levels achieved by the top 10 schools in Lincolnshire, and 8 out of 31 SEND pupils at KGGS achieved progress 8 scores over +1.0 in 2017/18.

**4. What measures does the school have to identify pupils with SEND?**

I was advised that the school continually monitors all pupils, Head of Year reports identifying potential issues and requesting screening where it is considered to be required.

In addition, the school reviews data from a variety of sources for all Y7 pupils. These sources include 11+ tests (looking, in particular, for large discrepancies in scores between the verbal and non-verbal papers) and low KS2 results. Year 7 pupils are also monitored during their first few months of joining the school and are testing for SEND if teaching staff have concerns about their progress.

**5. What does the school do to support SEND pupils as they move from KS3 to KS4?**

Pupils with known SEND issues are encouraged to consider their subject choices carefully to ensure that they give themselves the best possible chances of success. Some pupils receiving SEND support are asked to take three GCES options subjects rather than four and are given extra support in English, maths and science in the time gained by reducing their option subjects. Tracking data is monitored by Heads of Year and additional interventions are made as required.

**6. How does the school analyse the effectiveness of methods for removing barriers for learning for pupils who require SEND support**

All students are monitored by their form tutors and targets are set, reviewed and amended. This is scheduled to take place three times per academic year, with time being set aside for 1:1 reviews to enable an opportunity for discussion about progress and individual needs.

In addition, SEND students also have a review three times per year with the SENCO. These meetings provide an opportunity for discussion about SSPs, and a review of what is working well and what needs to be altered.

The Assistant Headteachers team help to review and assess the effectiveness of SEND intervention and support by meeting with a sample of SEND pupils. Progress, needs and support plans are discussed and reviewed.

**7. How does the school ensure that all pupils (and their parents) know that they will receive appropriate SEND support if it is required?**

Parents are consulted prior to undertaking screening tests and are involved with the devising of support plans. Some are also involved in twice-yearly review meetings.

The school also publishes information about its SEND provision on the school website. Sean has recently updated this in readiness for the website.

**8. How does the school ensure that class teachers and subject leaders are focusing upon achieving outcomes agreed as part of the graduated approach?**

- The SEND team have issued flow-charts to help class teachers follow the correct procedures for the graduated approach
- SEND foci are included on the criteria sheets for pop-in class observations by the SLT. All class teachers can expect three pop-in observations per school year- I was shown the records from two recent pop-in observations
- Staff training
- Use of the Provision Map online software for recording interventions, targets, reviews and SSPs
- Time allocated on the school calendar for writing and reviewing targets for

*Note to governors: the graduated approach is a four-part ongoing cycle for assessing, planning, delivering and reviewing provision for SEND pupils.*

**9. What support does the school offer teachers (especially newly qualified teachers and/or teachers new to KGGS) in teaching pupils with SEND?**

All new teaching staff receive a formal induction programme which includes information regarding the school's SEND support systems.

**10. Are there any timetabling issues affecting pupils with SEND?**

Yes, mobility and access to the school's old buildings are a constant challenge. We don't have enough accessible classrooms on the ground floor, but great efforts are made swapping rooms to ensure that SEND pupils have appropriate access to all subjects.

**11. Has the school identified any incidents of bullying involving pupils with SEND? How did the school respond?**

I was advised that there have not been any incidents of bullying affecting pupils with SEND.

**12. What impact has GDPR had on SEND record keeping?**

Provision Mapping software has replaced a number of paper-based systems, and where paper records are still utilised they have improved levels of protection. For example, I was advised that keypad door locks have been installed recently in several areas of the school and more are planned.

'Live' SEND records are kept in a locked filing cabinet and after SEND students leave the school their records are stored securely with the main school student files (these records are kept for six years).

**Additional notes:**

- I raised concerns about the school's SEND information report on website because I wasn't sure that it covered everything it needed to (as per a guidance document from The Key for Governor's website). I referenced the SEND information reports for King's, Sleaford Girls' School and Priory Ruskin as examples of SEND information reports which appeared to include the relevant information more in line with the guidance I had read.

At our follow-up meeting in January I was advised that Sean has now amended the SEND information report and will be uploaded onto the school's website once it has been approved by the Headteacher.

- I asked to see a recent (anonymous) case study example of how a pupil's SEND was identified, and how the graduated approach is being implemented for that pupil via their Student Support Plan (SSP)- including outcomes, and documentation regarding relevant communication with parents. I was shown two case studies and was impressed with the detail contained within the notes regarding the interventions and progress made by the students in question.
- I asked to see the school's accessibility plan- this was last updated in March 2017 and is due for review by the Welfare Committee by January 2020
- I asked for evidence of how teaching staff receive relevant training to improve identifying, understanding and supporting pupils with SEND (as per statement on p 6 of KGGS'S SEND policy). I was advised that this is achieved via whole school training, and that SEND is an agenda item for faculty meetings. In 2017-18 the following training was completed:
  - 29/03/17 (non-contact day): SEND training with an external specialist
  - 14/09/17 (twilight session): Provision Mapping: introduction and target/strategy setting
  - 16/11/17 (twilight session): SEND sharing good practice within subjects with external specialist support
  - 22/11/17: Teaching and learning group established to share good practice between faculties

I am enormously grateful to Julie, Sean and Shevaun for finding the time to meet with me. I was saddened to hear that Shevaun is retiring at Christmas, but on behalf of the governors I would like to offer sincere thanks for the contribution she has made to the school and for the support she has given to all of the pupils she has helped.