

Governor Monitoring Form

Governor Name: Monique Grace
Date of Visit: 16.7.18
Purpose of Monitoring: SEND Governor monitoring of SENCO Dept
Format of Monitoring: Meeting with SENCO leader Lisa Overin
<p>Report of Observations or Discussions:</p> <p>Lisa Overin and I had a discussion about the Actions or Questions Arising area from last meeting in March 2018.</p> <p>The areas were:</p> <p>The SEN/attendance link. Still unsure of any link. Suggested to speak to other SENCOs in the area to organise and get to grips with Surrey Provision Mapping.</p> <p>Development Area: To learn Surrey Provision Mapping tool.</p> <p>Also, believing that SIMS must be able to provide this data. Target: to have a meeting with Mrs Good, or another competent user, to learn other areas of SIMS.</p> <p>Relationship between SEN and other learners. Do they progress at the same rate? If not, why not? As above, it is probably available data on SIMS.</p> <p>Development Area: To learn SIMS in more depth. Have a meeting with Mrs Good or another competent user.</p> <p>Conveyance of assessment to other staff (ELSA and TAs) and SLT. Assessment information is given to Mrs Tuttle as and when and discussed with ELSA (Mrs Gaynor). Suggested that assessments are given at the start of every term perhaps to Mrs Tuttle and Mrs Gaynor, which was considered a good idea. SLT can access information on SEND pupils from SIMS. All have informal discussions with SENCO regarding individual pupils often.</p> <p>Development Area: Have more of a procedure in the passing on of assessment information to the relevant parties (TAs, ELSA and SLT)</p> <p>Other discussions:</p> <p>2 new EHCPs have been given to two pupils; one in Yr3 who has been given 16 hrs of TA aid and one in Yr 1 who now has 19hrs of TA aid.</p> <p>Mrs Tuttle has afternoon interventions everyday with pupils in Yr3 to Yr6, either one-to-one or in small groups, in the following areas: maths, phonics and reading comprehension interventions.</p> <p>Lisa Overin has been having transition meetings with secondary schools regarding all students on the SEN register. 10 minutes per child. A 1 page profile, intervention plan and covering sheet are handed over and all information such as SEN areas and vulnerable status are discussed.</p>
<p>Links to Success Criteria in School Development or Other Positive Comments:</p> <p>DA3 Securing accountability of all leaders. By us having the meeting.</p> <p>DA5 Empowering parents to encourage and support children. Parents involved in and informed of their child's intervention groups and progression. Parents of EHCP</p>

<p>pupils have been heavily involved in the process.</p> <p>DA2 Sharply targeting intervention and challenge for children and teachers.</p> <p>Lisa Overin has shown that pupils are quickly noted by the class teacher (and Ta if applicable) that they may benefit from ELSA support or academic support. They are quickly assessed and placed with the correct intervention; be it having a meeting with the parents, providing information and specific outside support, having more specific TA aid within the classroom, joining the ELSA groups or Mrs Tuttle's interventions, or having an EHCP being processed.</p> <p>2 EHCPs have been given to aid in targeting these pupils and their needs.</p> <p>DA4 Raising the profile of governors within the school.</p> <p>DA6 Developing links with outside agencies. CAHMS, EP, counsellor from the charity, speech and language therapist all involved with the SEN department and Mrs Overin has good links with them. Lisa Overin liaises with other SENCO departments in local schools and within the STAR partnership.</p> <p>DA8 Ensuring continuation of broad and balanced curriculum provision. EHCPs have been applied for to ensure that those pupils requiring it can have more access to a broad and balanced curriculum. Mrs Tuttle and Mrs Gaynor aid this with the pupils that they have in their groups, ensuring that they can access the rest of the class learning.</p>
<p>Actions or Questions Arising:</p> <p>As before...</p> <ul style="list-style-type: none"> -The SEN/attendance link. -Relationship between SEN and other learners. DO they progress at the same rate? If not, why not? -A process of conveyance of assessment to other staff (ELSA and TAs) and SLT. -Provision Mapping-either to have had training on Surrey one or brought in another one. <p>And:</p> <ul style="list-style-type: none"> -SIMS training
<p>Suggestion for future monitoring activity:</p> <p>Another meeting with SENCO in the Autumn term 2018</p>
<p>Date sent to Headteacher and Clerk:</p> <p>1.10.18</p>
<p>Other comments following presentation at Committee</p>