

Governor Monitoring Form

Governor Name: Monique Grace
Date of Visit: Monday 26 th March 2018
Purpose of Monitoring: SEND Governor monitoring of SENCO
Format of Monitoring: Meeting with SENCO leader Mrs Lisa Overin
Report of Observations or Discussions: Discussion with the following Q&A: <ol style="list-style-type: none">1. How does the school manage SEN? A good dialogue between class teachers, TAs and SENCO and the ELSA; both written and spoken. Follow general procedures in marking down of any SEN needs. Things Ongar does: Intervention groups, social skills group, Lego therapy group, class TA's, extra readers, handwriting and phonics sessions.2. How many pupils are on each level of SEND support? SEN students=37 of which social, emotional, mental health (eg ADHD)=14ish, PD=2, Speech and language=7, MLD=8 EHCP=2 (with 3 on the way (1 being parental led), 1 being worked on and a few more keeping an eye on, with evidence being gathered)3. How do the attendance and exclusion rates for pupils with SEN compare to those without? Attendance?? Not sure. Exclusion not applicable.4. What is the progress and attainment of pupils with SEN compared to that of other pupils? (Lisa Overin was unaware of the Inspection Data Summary Report which governors receive and answers this question in general.) Independent tracking in Maths, Reading and Writing. 9 pupils are PP (Pupil Premium) and SEN. The £6000 a year funding for them is used on TAs, posture packs, training, speech and language.5. How do you support other teachers who work with pupils with SEN? Meet with TAs every other week. Regular chats; informal and formal. (At this point Mrs Gaynor the ELSA came in to discuss a few points.) Interaction, aid and discussion of intervention groups and who is involved and how they are doing and their progression.6. Is your role as SENCO full-time, or do you combine it with another role within the school? Does this work well? Works 2 days equivalent (0.4) The ELSA (Emotional Literacy Support Assistant) is full time.7. Are there resources you do not have which you need to carry out the role effectively? Provision Mapping tool. (A bespoke package that maps and tracks the individual pupils and their progress.) Surrey Provision Mapping, Lisa Overin has access to, but states that she needs training in and needs to utilise it.8. Is there any training you need to help you fulfil your role? Due to go on a SENCO course next year Run by the National SENCO Awards and as above.9. What interventions have you put in place and how do you know they're working? Intervention groups (such as the Gingerbread Group) that run weekly for a term with the ELSA. We know that they are working because of the feedback from the class teacher, TAs and ELSA herself (other ways?). Some of the groups are for BESD groups, and so their interaction within the class is monitored from then on (I believe). The pupils in the intervention groups are changed every term (I believe) based on how they are doing. Phonics interventions-know working by Phonics test and screening at Yr 1 and different age groups. Groups supported in class in English and Maths-know working by SATs results (and...?)

Phonological awareness group-know working by ???

SENCO assesses these groups but has no specific way of conveying this information.

10. What improvements have you seen? (For eg how have the reading ages improved in this particular group?)

Lisa Overin has independent tracking of the students in maths, reading and writing, as stated before, that is currently not particularly conveyed to the TAs and teachers she states. As stated, she was unaware of the Inspection Data Summary Report and the data that governors see.

Other ways??

11. Are you happy with the amount of access you have to SEN specialists? CAHMS are very unapproachable and have a very, very long waiting list. The EP also is very hard to get hold of.

12. How are parents of pupils with SEN involved in the processes?

Lisa Overin and the SEN team are in contact with them via email, letters home and there is an open door policy to discuss anything, and 1 to 1 meetings are set up if needed. All SEN parents are invited to come to the CAHMS coffee morning (20.4.18)

Links to Success Criteria in School Development or Other Positive Comments:

DA3 Securing accountability of all leaders. By us having the meeting.

DA5 Empowering parents to encourage and support children. Parents involved in and informed of their child's intervention groups and progression.

DA2 Sharply targeting intervention and challenge for children and teachers. The data provided to governors shows that the intervention elements do help in terms of phonics, as their progression and pass rate at Yr 1 Phonics Screening shows this. There are a good number of intervention groups to aid those highlighted as needing it and the general data that Lisa Overin has shown that it is working and there is progression.

DA4 Raising the profile of governors within the school.

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. She has already been evidencing the pupils whom she believes require an EHCP, and require an EP visit, so as to save time and move things along.

DA8 Ensuring continuation of broad and balanced curriculum provision. As highlighted above, a lot of good and helpful interventions are put in place at Ongar Place in order to ensure that all children have access to this.

Actions or Questions Arising:

Questions arising for next time:

The SEN/attendance link.

Relationship between SEN and other learners. DO they progress at the same rate? If not, why not?

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.

Suggestion for future monitoring activity:

Meeting next term. See points above.

Date sent to Headteacher and Clerk: 30 Jun 2018

Other comments following presentation at Committee