

SEND Governor's Monitoring Report

Samantha McKeown - 15th January 2018

Focus of visit:

- Role of Teaching Assistants (TAs)
- Systems for monitoring the progress of pupils on the SEND register

Linked to School Improvement Focus:

- *ensuring that teaching assistants are deployed effectively and contribute to pupils' learning and progress in a consistent manner [1.1]*
- *holding subject leaders fully accountable for the progress of all groups of pupils in their area of responsibility [2.3]*
- *evaluating the effectiveness of the body of teaching assistants in relation to pupils' learning and outcomes [2.5]*

Meeting with Ms Clare Shimmin (SENDCo)

Ahead of the meeting, I had received clear guidance from Miss Beeston (Head-teacher) regarding the focus of this monitoring visit, enabling prior consideration of questions and discussion points which I hoped to raise with Mrs Shimmin.

On arrival, I was given a focused agenda for the meeting which was helpful in ensuring items were covered in a systematic way.

SEND Register

We discussed the SEND Register which was described by Mrs Shimmin as a "*living document*", undergoing monthly review. This allows for pupils to come on and off the Register in accordance with the level of support they require, and ensures that the Register is a true reflection of the current level of pupils' additional needs at Eastlea.

Presently, 28% of pupils are considered to have SEND, with 3% of that figure accessing Higher Needs Support (either through an Education, Health and Care Plan or Additional Funding). Mrs Shimmin talked me through the numbers of pupils in each Key Stage (including the EYFS) who are on the Register, with further breakdown by gender, pupil premium and category of SEND (as outlined in the Code of Practice, 2015). In addition, Eastlea use a classification of 'general' to identify pupils who would be considered to be at least 2 years behind their expected level of attainment in literacy and numeracy.

Provision Maps and Reviewed Intervention Sheets

Although the school have always had a system of provision mapping, Mrs Shimmin explained that this had been tightened up by having new style intervention sheets for each Year Group (since September 2017). This has allowed for a more detailed record of the interventions that are currently in place for each pupil in a year group. Regarding the interventions, I understand that pupils' entry data was collected in September and progress was briefly reviewed in October, followed by a full progress review in December.

In addition to reviewing pupils' progress, Mrs Shimmin has also looked at the effectiveness of each intervention within each Year Group, setting a benchmark of more than 50% of pupils to meet their individual targets in order for an intervention to be considered successful. In many cases the figure was far in excess of this and in the case of less than 50% of pupils achieving their targets, this monitoring would allow for Mrs Shimmin and Miss Beeston to consider factors which might be impacting intervention effectiveness (e.g. staffing factors) and the implications of this (e.g. a need for additional staff training). Currently, the overall intervention effectiveness stands at 83%, which exceeds the 80% target on the Ofsted action plan, and this information has been fed back to teachers and TAs at staff meetings.

On the most recent staff training day, every class teacher completed an 'implication map', where they looked at the interventions in place for their children and analysed what is and is not working. Where the intervention wasn't as effective as it could be, teachers and TAs worked together to identify what might need to be changed.

TA Appraisal and joint working

Mrs Shimmin explained that TA Appraisals are linked to the interventions they deliver. As SENDCo, she has collaboratively planned with the TAs to deliver focussed work for specific groups of children. This has allowed for effective targeting of resources and TA time. Mrs Shimmin reported that TAs are comfortable to say when they feel interventions aren't working effectively and have welcomed support from Mrs Shimmin.

Additional information

- Mrs Shimmin is currently involved in teaching Mental Maths programmes to groups of children with SEND, so they are receiving additional teacher support in a small group context. In addition, she provides additional maths support for a group of Year 6 children with SEND three times a week. The report from the Year 6 class-teacher, regarding this targeted support, is very positive; it has allowed this group of children to revisit skills that required further consolidation.
- Mrs Shimmin shared an example of how individual pupil progress is monitored and how the child-specific targets are set. Individual outcomes are reviewed termly and children and their parents are aware of their current targets.
- The EYFS use the Inclusion Wheel (Northumberland Early Years Inclusion Toolkit) tool to track targets and actions for children who may need some additional support, in certain areas, to make progress. All targets are reviewed termly to ensure relevance. Children who have received this support have been reported to make good progress from Nursery into Reception.
- Mrs Shimmin confirmed that Eastlea are continuing to embed the THRIVE programme and are using the THRIVE screening tool to help identify those pupils who may benefit from additional support with their social and emotional skills.
- Eastlea 'buy in' to additional services within the Local Authority, including the Speech and Language Service, the Educational Psychology Service and the Behaviour Support/ASD Service. Mrs Shimmin told me that there is good communication between herself and these external support services.
- Mrs Shimmin attends the SENDCo Partnership Meetings, alongside colleagues from other Cramlington schools. The last one focused on intervention and Mrs Shimmin said that she really values the support and sharing of information that goes on in this forum.

Points for possible consideration

- It may be helpful to look at the Education Endowment Foundation website (www.educationendowmentfoundation.org.uk). The EEF draw together educational research and present the costs and benefits (in terms of pupil learning gains) for different interventions. They also produce Guidance Reports – their report 'Making Best Use of Teaching Assistants' (published 14/11/16) might be useful, given Eastlea's focus on the role of TAs.
- The individual outcomes for SEND pupils are detailed and future-focussed (e.g. *X will....*). However, in some incidences, it may be possible to tighten them slightly so that they are very clear about *how* a teacher, pupil or parent will know that a target has been achieved (e.g. '*X will be able to work independently for 2 minutes on a familiar maths task*', rather than '*X will be more independent*').

My thanks to Miss Beeston and Mrs Shimmin.